



**P.S. 095 EASTWOOD**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 095 EASTWOOD**  
**ADDRESS: 179-01 90 AVENUE, QUEENS, NY, 11432**  
**TELEPHONE: 718-739-0007**  
**FAX: 718-658-5271**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 29Q095      **SCHOOL NAME:** P.S. 095 Eastwood

**SCHOOL ADDRESS:** 179-01 90 AVENUE, QUEENS, NY, 11432

**SCHOOL TELEPHONE:** 718-739-0007      **FAX:** 718-658-5271

**SCHOOL CONTACT PERSON:** Dolores M. Reid Barker      **EMAIL ADDRESS** dbarker@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Dolores M. Reid Barker

**PRINCIPAL:** Dolores M. Reid Barker

**UFT CHAPTER LEADER:** Dale Cohen

**PARENTS' ASSOCIATION PRESIDENT:** Sakina Jennings

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 29      **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

**SSO NETWORK LEADER:** Daniel Purus - (Superintendent: Lenon Murray)

**SUPERINTENDENT:** Lenon Murray

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dolores Reid Barker	Principal	
Kryisia Bibro	UFT Member	
Dale Cohen	UFT Chapter Leader	
Jennifer Cooper	UFT Member	
Steven Fernandez	UFT Member	
Sakina Jennings	PA/PTA President or Designated Co-President	
Shirley Singh	Parent	
Kaniz Fatema	Parent	
Kamrun Nahar	Parent	
Shadhida Begum	Parent	
Joan Kisson	Parent	

\* **Core (mandatory) SLT members.**

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **School Vision:**

The vision for P.S. 95Q is to challenge our students intellectually within a nurturing environment. Creating life-long learners, achieving high standards, developing positive social skills such as self-respect and respect for others are fundamental to the success of our school. We envision a multicultural setting that is committed to providing varied and meaningful educational experiences in a diverse collaborative school community.

#### **School Mission :**

PS 95Q is committed towards academic excellence through a collaborative effort of staff, parents and students. Our school provides an enriched and rigorous curriculum that infuses all subject matters with a multicultural perspective. Our students will be challenged within a nurturing environment using data to drive and differentiate instruction.

#### **Narrative Description**

The Eastwood School ~ P.S. 95Q is a multicultural, multilingual school serving approximately 1335 students in Grades K through 5. This extremely diverse school is located near Hillside Ave and 179th Street in Jamaica, Queens. Our school is housed in two buildings: the main building and the transportable annex. The vast cultural diversity of our student body is demonstrated by the fact that the children are native speakers of 22 languages and represent the cultures of different countries which encompasses 5 of the 7 continents. We strive to provide a varied and meaningful educational experience in this multicultural setting. This diversity is one of the most cherished assets of our school.

Our student population is serviced by a large professional staff that includes our Principal, Assistant Principals and a cadre of teachers. Our teachers are supported by America's Choice Staff Developer, Reading First Coaches, Mathematics United Federation of Teachers(UFT) Coach, Testing Coordinator/Data Specialist, English as a Second Language (ESL)/Bilingual/Dual Language Coordinator, Special Education Teachers Support Services (SETSS), Parent Coordinator, School Aides, Educational Assistants and School Safety Officers.

The educational program evolves around the premise that "It takes a village to raise a child". Towards that end, we use a variety of instructional strategies and programs to improve student outcome. In Grades K-3 the research based Reading First Program is supported by the standard based America's Choice Writing Program: and in Grades 4 and 5 America's Choice the Reading and Writing Program is utilized. These initiatives provide systematic and explicitly planned strategies for improving instruction and student performance in English Language Arts (ELA).

Responding to the mandates of our Hispanic population, students in the bilingual classes receive instruction in Native Language Arts and English Language Arts to maximize their learning. English Language Learners (ELLs) are provided with intensive ESL instruction to help them meet the state standards. Our ELLs are attaining proficiency in the English language as demonstrated by our New York State English as a Second Language Assessment Test (NYSESLAT) results. We have dual language classes in the primary grades where the students receive content area instruction in English two and a half times a week and in Spanish two and a half times a week (50-50 Model).

The Everyday Math Program is implemented in Kindergarten through Grade 5. During the 90-minute Mathematics block, a hands-on approach focuses on developing the understanding of key

concepts and skills to foster mastery. Data driven assessments are used to differentiate mathematics instruction.

In Science, process skills are based on a series of discoveries. The Core Curriculum Science/New York City Harcourt Program is inquiry based. This program is supported by a "hands-on" approach through investigation.

Our strong and effective Core Curriculum Social Studies makes a connection between written text and real world experiences. This helps students see themselves as a member of the world community. This multicultural course of study: "The Houghton Mifflin Harcourt Social Studies Program" emphasizes reading in the content area through the use of trade books, documents and other historical non-fiction literature.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 095 Eastwood						
<b>District:</b>	29	<b>DBN:</b>	29Q095	<b>School BEDS Code:</b>	342900010095		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		94.5	94.8	95.1
Kindergarten	195	212	191				
Grade 1	192	223	228	Student Stability - % of Enrollment:			
Grade 2	215	191	227	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	215	209	207		89.7	92.1	91.6
Grade 4	201	209	207	Poverty Rate - % of Enrollment:			
Grade 5	243	204	225	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		77.0	77.0	77.0
Grade 7	0	0	0				
Grade 8	0	0	0	Students in Temporary Housing - Total Number:			
Grade 9	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 10	0	0	0		7	1	50
Grade 11	0	0	0	Recent Immigrants - Total Number:			
Grade 12	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Ungraded	0	6	1		29	39	39
Total	1261	1254	1280				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	10	11	Principal Suspensions	0	1	1
# in Collaborative Team Teaching (CTT) Classes	28	29	41	Superintendent Suspensions	1	0	4
Number all others	31	45	43				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	181	136	142				
# in Dual Lang. Programs	18	10	16	Number of Teachers	80	86	85
# receiving ESL services only	200	219	238				

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	0	3	Number of Administrators and Other Professionals	8	14	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	10	9
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.5	72.1	76.5
				% more than 5 years teaching anywhere	57.5	67.4	75.3
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	95.0	95.0	95.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.2	100.0
American Indian or Alaska Native	0.5	0.3	0.3				
Black or African American	17.2	17.6	18.5				
Hispanic or Latino	40.9	39.6	37.0				
Asian or Native Hawaiian/Other Pacific Isl.	38.7	38.9	40.0				
White	2.7	3.6	4.1				
<b>Male</b>	49.1	49.0	49.2				
<b>Female</b>	50.9	51.0	50.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		<b>7</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	74.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	5.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	42.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10.5						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	74.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	16.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	42.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

### **Student Performance Trends**

Our students' achievement in English Language Arts and Math continues to increase yearly. Our English Language Learners (ELLs) have shown progress in meeting and/or exceeding the standards as demonstrated by our New York State English as a Second Language Achievement Test (NYSESLAT) (Grades K-5) results. The Special Education students have met the Adequate Yearly Progress (AYP) this year. In addition, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmark assessments have indicated significant gains for our Reading First K-3 students who have also made significant gains in reading progress.

We analyze student data to monitor their progress. Teachers then interpret the data to identify trends in order to differentiate instruction. The data from Peabody Picture Vocabulary Test (PPVT) Grade K, Early Performance Assessment in Language Arts (E-PAL) Grades 2 and 3, DIBELS Grades K-3 and Early Childhood Literacy Assessment System-2 (ECLAS-2) Grades K-3 is used to plan and implement instruction. In grades 4 and 5, Our students are assessed to determine their individual performance levels. Assessments used are the New York City Acuity Periodic Assessments: Instructionally Targeted Assessment (ITAs) and Predictives (Grades 3-5).

### **TRENDS**

As stated in the 2008-2009 Progress Report, there was a 38.4% gain in the New York State English Language Arts (NYSELA) for the English Language Learners (ELLs) and a 50% gain for the Special Education students. There was a 23.8% gain in the New York State Mathematics for the English Language Learners (ELLs) and a 36.7% gain for the Special Education students.

#### ***NYS Mathematics* Exam Results 2007-2008 School Year**

LEVELS	GRADE 3	GRADE 4	GRADE 5
LEVEL 1	1%	3%	2%
LEVEL 2	9%	14%	8%
LEVEL 3	69%	50%	58%
LEVEL 4	21%	33%	32%

#### ***NYS Mathematics* Exam Results 2008-2009 School Year**

LEVELS	GRADE 3	GRADE 4	GRADE 5
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LEVEL 1	1%	1%	0%
LEVEL 2	9%	8%	11%
LEVEL 3	71%	64%	51%
LEVEL 4	20%	27%	38%

**NYS English Language Arts (ELA) Exam**  
Results 2007-2008 School Year

LEVELS	GRADE 3	GRADE 4	GRADE 5
LEVEL 1	5%	7%	2%
LEVEL 2	31%	28%	24%
LEVEL 3	57%	58%	72%
LEVEL 4	6%	6%	2%

**NYS English Language Arts (ELA) Exam**  
Results 2008-2009 School Year

LEVELS	GRADE 3	GRADE 4	GRADE 5
LEVEL 1	4%	1%	0%
LEVEL 2	32%	33%	21%
LEVEL 3	54%	62%	70%
LEVEL 4	10%	3%	8%

**GREATEST ACCOMPLISHMENTS**

- We are a Community School
- “Grade A” School
- One of the leading schools in New York City for Reading First
- Exceeded the Chancellor's 90% attendance mandate
- After School Math/Literacy Program (Grades K – 5)
- After School Title III (Grades K – 5) Program
- Saturday Enrichment Program (Grades 3 – 5)
- Saturday Title III Program (Grades K – 5)
- Inquiry Teams/Grade Level Inquiry Teams focus on a target population of students that experience similar barriers to success.
- Ticket to Read (Grades K-5)
- Adult ESL Program (Day and Night)
- Singapore Math is a math intervention program with a strong emphasis on number sense and operations.
- Early Riser Physical Fitness (Grades 4 – 5) and Art (Grade 4) Program
- Physical Education
- Art Education
- Music Outreach (Grade 3)
- Virtual "Y" (YMCA)
- Project Arts (Ballet, Violin and Drama)
- Teaching American History Grant (TAHG)
- Move to Improve Fitness Program (Grades K-3)
- Jump Rope for Heart (All Grades)
- School-Wide Spelling Bee
- Boy Scouts

**AIDS/Student Performance**

- Enhance the reading programs with leveled classroom libraries
- Academic Intervention Service (AIS) teachers implement a focused push-in program for the identified at-risk students during the regular school day
- Spell Read providers pull out identified students to enhance and increase their skills in phonemic awareness in an integrated approach to instruction

In the area of Social Studies, we developed and implemented the Core Curriculum Social Studies, a more comprehensive and interdisciplinary approach to teaching Social Studies. Students are provided with instruction that enables them to be more proficient in their understanding of the political,

economical, cultural, and environmental aspects of different societies in the past, present, and future. Our students continue to progress in social studies as evidenced in the increase in our percentages of levels 3 and 4 on the New York State Social Studies Exam for two consecutive school years.

PS 95Q will continue to focus on providing our students with a strong foundation in the scientific method. In science, we will continue to utilize a comprehensive hands-on approach that integrates science and language arts, fostering an inquiry approach to science, and promoting intensive use of portfolio assessments. Our science teacher provides direct instruction to students in grades K-5.

The school-based initiative will continue to include professional development in many areas. Data-driven professional development has been implemented with the goal of encouraging data-driven instruction in all classrooms. Teachers have been and will continue to be trained in the use of test data available through McGraw-Hill and Achievement and Reporting Innovation System (ARIS). The coaches/staff developers will continue to provide ongoing support and training in improving the implementation of best practices in the areas of reading, writing, and mathematics.

### **Barriers**

- Transient Population
- Students with Interrupted Formal Education (SIFE)
- English as a Second Dialect (ESD) population - 50 different dialects
- Large English Language Learners (ELLs) population
- Non-English Speaking Parents

### **SIGNIFICANT AIDS**

- Progress Report
- Quality Review
- New York City Acuity (Periodic Assessments)
- School Report Cards
- Coaches/Staff Developers
- Data Specialist
- United Federation of Teachers (UFT) Teacher Center Resource Room
- Inquiry Teams
- ARIS

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
1. By June 2010, students in grades K – 5 will show a 5% growth in English Language Arts (ELA) as measured by the following assessments: New York City Periodic Assessments such as Instructionally Targeted Assessments (ITA), Predictives, as well as New York State Exams; in K-3 by DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and ECLAS-2 (Early Childhood Literacy Assessment System).	Our school-wide focus is on writing, conventions, grammar and usage of the English Language. Strategies for writing will be explored during Grade Level/School-Wide Inquiry Teams, After School, Saturday Enrichment and Extended Day to improve overall academic performance for English Language Arts (ELA).
2. By June 2010, our English Language Learners will grow academically by 5% on the New York State English as a Second Language Achievement Test (NYSESLAT).	We have a large population of English Language Learners (ELLs) and we offer Title III programs in After School and Saturday Enrichment to help assist our ELLs in improving their Reading, Writing, Speaking and Listening skills in English.
3. By June 2010, 100% of our teachers will receive monthly professional development targeted to student performance progress.	Teachers are trained on new programs and receive continuous support with technology such as data access to ARIS, Acuity, and DIBELS. Staff developers, UFT coaches and coordinators are always available to assist and support teachers.
4. By June 2010, through consistently tracking attendance, students in grades 1-5 will maintain and/exceed 90%. Although kindergarten is not mandated, we expect no less than 90% of students attendance on a daily basis. This helps us to ensure the safety, welfare, and educational success of all students.	Student attendance improve achievement. School-wide incentives are offered to students/classes that attain 100% attendance.
5. By June 2010, students with disabilities in Grades K-5 will show a growth of 4% as measured by DIBELS, ECLAS-2, New York State Exams, ITAs and Predictives.	Teachers will continue to use students Individualized Educational Plan (IEPs) in order to plan and differentiate instruction to meet the needs of their students.



Scheduled outside PD for selected teachers to turnkey to colleagues

Inquiry Team's focus is on writing.

Implement Grade Level Inquiry Teams (K-5) within the school.

#### TARGET POPULATION

All teachers and Paraprofessionals

#### RESPONSIBLE STAFF

Principal, Assistant Principals (2)UFTTC Staff Developer

Data Specialist

Coaches

Staff Developer

Coordinator

Classrom Teachers

Technology Teachers

#### TIMELINE

Weekly common preps (September - June)

Monthly Lunch and Learn

Reading First Reading Academy

Monthly Meetings

	UFT Center and Resource Room available
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>RESOURCES</p> <p>Funds for Data Team through Title I</p> <p>Reduced class size through Contract for Excellence (C4E) allocations</p> <p>Inquiry Team funded through Title I</p> <p>Tax Levy funding for substitutes for Inquiry Team meetings on grade levels.</p> <p>Literacy coaches/staff developers</p> <p>Consultants through Tax Levy</p> <p>Conferences/Curriculum Planning through Title I/CI Facilitators</p> <p>America's Choice on-line website</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By the end of the following three intervals: November 2009, February 2010 and June 2010, there will be an increase of 1.5% as measured by the New York City Periodic Assessments for Grades 3-5 and DIBELS for Grades K-3. Student achievement will increase by 4.5% for these assessments.</p> <p>Instruments of Measure:</p> <p>Documentation of professional development utilizing sign-in sheets</p> <p>Minutes from all Professional Development meetings as well as other meetings</p> <p>Evaluate technology use and effectiveness in the classroom through walkthroughs</p>

	<p>Coaches logs/programs</p> <p>Sample model lesson plans</p> <p>Teacher professional resources</p> <p>Visitation schedule</p> <p>ICI Professional Development Calendar</p> <p>Study Groups</p>
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**Subject Area  
(where relevant) :**

**English Language Learners  
(ELLs)**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. By June 2010, our English Language Learners will grow academically by 5% on the New York State English as a Second Language Achievement Test (NYSESLAT).</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>ACTIONS/STRATEGIES/ACTIVITIES</b></p> <p>English as a Second Language/Bilingual Coordinator will provide professional development to classroom teachers in ESL methodologies.</p> <p>ESL teachers will collaborate with classroom teachers to ensure continuity of instruction using ESL methodologies as they work with small ELL groups.</p> <p>ELL students will attend Title III After School (Grades 3-5) and Saturday Enrichment Programs as well as extended day.</p> <p>ESL teachers will work with students to improve listening, speaking, reading and writing skills in English in small groups.</p> <p><b>TARGET POPULATION</b></p>

	<p>English Language Learners from grades K-5 Responsible staff</p> <p>Principal, Assistant Principals (2) ESL/Bilingual Coordinator</p> <p>ESL teachers</p> <p>Classroom Teachers</p> <p>Literacy Coaches</p> <p>TIMELINE</p> <p>Weekly Common Preps</p> <p>Grade Level Inquiry Team Meetings</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>RESOURCES</p> <p>Tax Levy funds</p> <p>Title III funding for After School and Saturday Enrichment Programs for the ELL population</p> <p>ESL/Bilingual Coordinator to provide training and programming which is funded under Title III/C4E</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval (Frequency) of Periodic Review:</p> <p>End of November 2009 End of February 2010 End of June 2010</p> <p>INDICATORS</p> <p>Benchmark Indicator: 2009 NYSESLAT and 2009 NYS ELA</p> <p>Entrance Exams: LAB-R</p> <p>Ongoing Assessments: NYC ELL Periodic Assessments, Portfolios, Teacher assessments Projected Gains</p>

End of Year: 5% of our ELLs will move up a level on the NYSESLAT

**Subject Area  
(where relevant) :**

**Professional Development**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. By June 2010, 100% of our teachers will receive monthly professional development targeted to student performance progress.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>ACTIONS/STRATEGIES/ACTIVITIES</b></p> <p>Schedule common preps, lunch and learns, grade wide Inquiry Teams and study groups</p> <p>Work with Data Specialists to deepen staff awareness and understanding of data</p> <p>Support teachers in use of technology to access data from NYS Exams from ARIS and NYC (ITAs/Predictives) Periodic Assessments from Acuity as well as DIBELS and ECLAS-2 from MCLASS Homepage.</p> <p>Collaborate with Integrated Curriculum and Instruction staff to enhance our professional development offerings</p> <p>Mentors, facilitators, coaches, coordinators, staff developers, lead teachers, assistant principals, consultants, inter-visitations, classroom teachers and cluster teachers</p> <p>Grade conferences</p> <p>Curriculum and Instructional Planning</p> <p>Scheduled outside Professional Development for selected teachers to turnkey to colleagues</p>

TARGET POPULATION

All teachers and paraprofessionals

RESPONSIBLE STAFF

Principal, Assistant Principals (2)UFTTC Staff Developer

Data Specialist

Coaches/Staff Developers

Coordinators

Classroom Teachers

Technology teachers

TIMELINE

Weekly Common Preps throughout the school year

Lunch and Learn

Reading First Reading Academy

Monthly Meetings

Faculty Conferences

Chancellor’s Day Professional Development

**Aligning Resources:Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

RESOURCES

Assistant Principals funded through Tax Levy, C4ELiteracy coaches/America’s Choice Staff Developer funded through Title I, C4EConsultants from RSSC and DOE funded through Title I

Conferences  
 ICI Facilitators  
 Teachers Release Time funded through Title I  
 Substitutes (coverage of teachers) funded through Tax Levy  
 Inquiry Team funded through Title I

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Intervals of Periodic Review  
 In the end of January 2010 (the end of the first marking period) and in the end of June 2010. INDICATOR Evaluate yearly services provided as it applies to student achievement

Documentation of professional development utilizing sign-in sheets

Minutes from Instructional Team meetings

Evaluate technology use and effectiveness in the classroom through walkthroughs

Coaches/Staff Developers' logs and programs

Sample model lessons and plans

Teacher professional resources

Visitation schedules

ICI Professional Development calendar

Study Groups

Projected Gains 75% of the teachers will receive Professional Development by January 2010 and 100% of all teachers will receive Professional Development.

**Subject Area  
(where relevant) :**

**Attendance**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. By June 2010, through consistently tracking attendance, students in grades 1-5 will maintain and/exceed 90%. Although kindergarten is not mandated, we expect no less than 90% of students attendance on a daily basis. This helps us to ensure the safety, welfare, and educational success of all students.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>ACTIONS/STRATEGIES/ACTIVITIES</b></p> <p>Monitor and track students with chronic attendance</p> <p>Establish incentives for students and classes that achieve 100% attendance</p> <p>Parents of absent students will be called by our dean, guidance counselor, parent coordinator and family worker as a follow up.</p> <p><b>TARGET POPULATION</b></p> <p>Early childhood students (Grades K-1) as well as students in Grades 2-5</p> <p><b>RESPONSIBLE STAFF</b></p> <p>Dean</p> <p>Guidance Counselor</p> <p>Parent Coordinator</p> <p>Family Worker</p> <p>Classroom Teachers</p> <p><b>TIMELINE</b></p> <p>Bulletin board with daily announcements of classes with 100% attendance</p>

	Monthly awards for classes with 100% attendance
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	RESOURCES  Parent workshops on attendance given by parent coordinator, guidance counselor, dean and Assistant Principals
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Frequency of Periodic Review  By the end of November 2009 and February 2010 and June 2010 INDICATORS Decreased number of 407s Increased weekly attendance as per the Attendance Report  Learning Environment Survey  Improved overall attendance  PROJECTED GAINS  Daily monitoring of attendance that stays at 95% or better

**Subject Area**  
(where relevant) :

**Special Education**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	5. By June 2010, students with disabilities in Grades K-5 will show a growth of 4% as measured by DIBELS, ECLAS-2, New York State Exams, ITAs and Predictives.
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**ACTIONS/STRATEGIES/ACTIVITIES**

Special education teachers

Provide special education teachers and providers with continued training in writing Individualized Education Plans (IEPs) that specifically addresses SMART, short-term and long-term goals.

Every classroom as well as all cluster teachers that have students with IEPs have a copy of their plan and understand how to decipher/differentiate their lessons to meet their students' needs. (Implementation of the Chapter 408) Teachers will attend professional development sessions to learn how to utilize assessment data to plan for instruction

Provide Special Education teachers and providers with continued training in writing Individualized Education Programs (IEPs) that specifically addresses annual goal writing using the S.M.A.R.T. (Specific, Measurable, Achievable, Relevant and Time Related) format Provide special education teachers and providers with continues training on Standard Operating Procedures Manual (SOPM) Provide training to the Integrated Co-Teaching (ICT) Teachers (General Ed. and Special Ed. Teachers)

**TARGET POPULATION**

Students with disabilities from K-5 Identified at-risk students from K-5

**RESPONSIBLE STAFF**

Principals and Assistant Principals (2)

Staff Developers/Coaches

Program Coordinators

ICI Support Services

Special Education Teacher and Providers

	<p>TIMELINE</p> <p>Starting September 2009 through June 2010</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>RESOURCES</p> <p>Tax Levy funds for professional development</p> <p>Title I funds for training of special education teachers</p> <p>Title III and Title I funds for After School Programs</p> <p>Assistant Principals funded under Tax Levy funds and C4E</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Frequency of Periodic Review</p> <p>By the end of November 2009, February 2010 and June 2010</p> <p>INDICATORS OF PROGRESS</p> <p>Benchmark Indicators: 2009 NYS Standardized Exams (3-5), 2009 NYSESLAT (K-5) and ECLAS-2 as well as DIBELS (K-3) Ongoing Assessments: NYC Periodic Assessments (ITAs/Predictives), Teacher assessments, portfolios, DIBELS, ECLAS-2, annual reviews of IEPs and annual goals of progress reports</p> <p>End of Year: 2010 NYS Standardized Exams, 2010 NYSESLAT and ECLAS-2 as well as DIBELS</p> <p>Projected Gains</p> <p>Students with disabilities will improve their reading and writing skills by 4% as demonstrated by the New York State Standardized test.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	149	149	N/A	N/A	30			
1	51	51	N/A	N/A	20			
2	106	91	N/A	N/A	20			
3	113	98	N/A	N/A	30			
4	73	78	95		30			
5	56	56		100	20			
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>37 1/2 Minutes/Extended Day session services all Level 1 and Level 2 students who are mandated or voluntary. These sessions are scheduled from Monday-Thursday where teachers work on skills based on students' data.</p> <p>Fifteen to eighteen students are provided with small group instruction twice a week on Tuesdays and Thursdays in After School and Title III After School (Grades 3 - 5) as well as Monday and Wednesday After School (Grades K - 2) from 3: 10 pm-5:10 pm with emphasis on reading in the content areas.</p> <p>Kaplan Spell Read is a literacy program for struggling readers in grades 2 through 4th. Papaprofessionals provide small group instruction with five students in every group for 55 minutes. Thirty-five minutes focuses on phonemic awareness and twenty-five minutes of reading.</p> <p>Eight to ten students from different classes in grades K-3 receive small group instruction twice a week on Tuesdays and Thursdays from 3:10 PM-5:10 PM with emphasis on reading skills using Harcourt ELL Intervention program. Based on data from DIBELS and TERRA NOVA.</p> <p>Harcourt Intervention offers small group instruction during the 90 minute block for grades K-3 where specific skills are presented based on student data and needs. Teachers track student progress online. Teachers use DIBELS assessments to drive instruction. Small group instruction is used during Extended Day as well as After-School Programs.</p>
<b>Mathematics:</b>	<p>37 1/2 Minutes/Extended Day from 2:25-3:02 1/2 pm services all Levels 1 and 2 students. These sessions are scheduled from Monday-Thursday where teachers work on skills based on students' needs and data.</p>

	<p>Singapore Mathematics is a collaboration of the United Federation of Teachers Teacher Center (UFTTC) and the The New York Comprehensive Center- Small groups of 5 students in grades K-3 are taught by our Teacher Center Staff Developer during the course of the school day. This is a math intervention program with a strong emphasis on number sense and operations in lower grades.</p>
<b>Science:</b>	<p>After School Program/Saturday Enrichment Program/Title III After School/Saturday Title III Program (Grades K - 5): In preparation for the NYSA Science Test, support is provided to our fourth grade students in our after school program</p>
<b>Social Studies:</b>	<p>After School: In preparation for the NYS Social Studies test, academic assistance is offered to students four days a week during extended day.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Our guidance counselor works with small groups and/or individuals of identified at-risk students to improve self-esteem, peer relationships and peer mediation</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>For the 2009/2010 SY, our School Psychologist is providing services to At-Risk students.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>For the 2009/2010 SY, our Social Worker works with At-Risk students to promote the social-emotional development to enhance academic performance.</p>
<b>At-risk Health-related Services:</b>	<p>For the 2009/2010 SY, we do not have any At-Risk Health -Related Services for students</p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

**P.S. 95Q**  
**The Eastwood School**  
**Language Allocation Policy**

The P.S. 95Q Language Allocation Policy Team (L.A.P) consists of the following members:

Ms. Dolores M. Reid Barker, Principal, Ms. Angela Cadogan, Assistant Principal, Ms. Estelle Moore, Assistant Principal, Mr. Noel Simms, Assistant Principal, Ms. Maria Pastis, Test Coordinator/Data Specialist, Mr. Steven Unter, English as a Second Language/ Bilingual Coordinator, Ms. Joyce Lopez Soler, Ms. Violetta Butler, and Ms. Montserrat Correa Jordan, ESL Teachers, Ms. Grace Tosado, Literacy/Staff Developer, Ms. Annette Hinkson-Smith and Ms. Carline Paul, Reading First Coaches, Ms. Annette Brown, United Federation of Teachers Teacher Center Mathematics Coach, and Ms. Nasrin Shafi, Parent Coordinator.

In order to provide explicit and systematic instruction, the L.A.P. Team has drafted the following Language Allocation Policy to serve as a guide to drive and improve instruction so that all of our English Language Learners (ELL's) meet the New York State Performance Standards in English as a Second Language (ESL), English Language Arts (ELA), Native Language Arts and the content areas.

P.S. 95Q is located near Hillside Avenue and 179<sup>th</sup> street in Jamaica, Queens. This Title I School Wide Program (SWP) serves a population of approximately 1335 students from culturally diverse backgrounds in grades K through 5. The community is home to many new immigrants from Asia, North and South America.

***English Language Learner Identification Process***

During the student registration process, parents are required to fill out the Home Language Identification Survey (HLIS) along with other mandated documents. The English as a Second Language (ESL)/Bilingual Coordinator, conducts an initial screening and reviews the documents and, if necessary, administers the Language Assessment Battery /Revised (LAB –R) within the mandated ten day period to each new admit. If the

child is eligible for ELL services, bilingual or freestanding E.S.L., according to the Lab-R, the parent is informed about the various program choices that the school offers for ELLs. The parent is invited to attend an ELL Parent Orientation. Parents are informed of the New York State English as a Second Language Assessment Test (NYSESLAT) exam which is administered to their child in order to assess student's progress in English and to determine whether students will still need services for the following school year.

Parent Selection Forms are regularly reviewed by ESL staff and administrators to ensure that each student has a completed form. If a form is not returned, the parent will be notified via telephone to meet with the ESL coordinator.

Overall, the Parent Survey and Program Selection forms indicate bilingual education as the program of choice for our Spanish dominant speakers, monolingual classes the choice for the speakers of other languages, with ESL services provided as mandated.

### ***English Language Learner Profile***

Our school services approximately 421 English Language Learners. The most current and available language data indicates that our school serves students speaking 21 different languages along with several different dialects. To mention a few, there are students speaking Arabic, Bengali, Bangla, Haitian Creole, Spanish, Urdu and Hindi.

Approximately 11% of the ELL students have Individualized Education Plans (IEPs) and receive service including Special Education Teacher Support Services (SETSS), and related services such as speech, occupational therapy, and counseling. There are two Special Education self-contained classes (kindergarten and third grade). We also have one Integrated Collaborative Teaching (ICT) class on grades Kindergarten through three. The majority of the students are from low-income families and qualify for free lunch.

### ***PROGRAMMING AND SCHEDULING:***

P.S. 95Q offers the following programs: bilingual, dual language, and freestanding ESL from Kindergarten through grade five. These programs are aligned with parents request. Our community has a large Spanish population and many parents ask for their children to be placed in bilingual classes.

Our ESL teachers provide the mandated numbers of instructional minutes to every student in our school according to their NYSESLAT proficiency level. Beginners and intermediates receive 360 minutes of ESL instruction per week and our advanced students receive 180 minutes. PS 95Q has a staff of certified ESL teachers and an ESL Coordinator to facilitate the scheduling of our large ELL population. The caseloads are divided along grade levels and NYSESLAT levels, where possible. Explicit and systematic ESL instruction is delivered in each ESL group by all of our certified ESL teachers, using ESL methodologies and strategies. In grades K-3, Reading First, a scientifically research based program has an English language component that the ESL teacher enhances with the use of visuals, photo libraries, graphic organizers and hands on activities. In the 4<sup>th</sup> and 5<sup>th</sup> grades, the teacher incorporates ESL methodologies throughout the America's Choice Reading and Writing workshops. Everyday Math is used across the grades and is supplemented by the use of visuals, games and manipulatives in order to reach all of our learners. The self contained ESL classes are serviced by certified ESL teachers and consist of ELL and non ELL students in order to provide more speaking and learning opportunities for our English Language Learner.

New arrivals to our school are paired with a buddy student who speaks their native language. Special attention is given to this student from the classroom teacher who welcomes and assists our new arrival through his/her adjustment period. All classroom teachers are encouraged to use alternative techniques to communicate with the student i.e. drawings, hand movements and gesturing. Translators are available to communicate with the student and the student's parents.

The administration, ESL staff, guidance counselor, and parent coordinator are available to support the incoming ELL population academically, socially and emotionally. Multiculturalism is addressed through classroom lessons and guidance interventions in order to develop an atmosphere of understanding and tolerance. The children are encouraged to find commonalities in the various ethnic groups in our school. This will better prepare them for the multicultural world that awaits them.

For our long term ELLs, differentiated instruction is provided in order to meet their individual learning styles. Our ELLs are strongly encouraged to attend our Saturday and after school Literacy/Mathematics program which also includes test sophistication classes for the standardized exams. Our long term ELLs are continuing to receive ESL services. Academic Intervention Services (AIS) are also provided for our students through extended day and the Spell Read program. Parent workshops are conducted throughout the school year to inform them of upcoming events and testing. Our parents are also encouraged to participate in our Adult ESL classes which will enable them to assist their children at home. These classes are held every Tuesday and Thursday morning. Additionally, the parents are invited to attend the annual New York State Association for Bilingual Education (NYSABE) conference.

Students with Interrupted Formal Education (SIFE) are provided with several intervention services, including but not limited to the extended day and after school programs. These services which are offered to all of our ELLs help to ensure that our students attain English proficiency and meet the same achievement standards that all children are expected to meet. ESL and bilingual teachers are trained to use many visuals and hands on instruction and to employ ESL methods and strategies with their students. ELLs that have been identified as having special needs receive ESL instruction along with other indicated services, such as Special Education Teacher Support Services (S.E.T.S.S), counseling and speech.

Our Dual Language classes follow a 50/50 (fifty/fifty) self contained model. In our model, English and Spanish are taught on alternate days. For example, Monday is an all English day and Tuesday is an all Spanish day. Wednesday is an all English day and Thursday is an all Spanish day. Friday is an all English day. The class is very much integrated. Content areas are taught, using themes, to the whole class together. The Dual Language Teacher uses ESL strategies to foster Second Language Acquisition.

For our students who have reached proficiency on the NYSESLAT we continue to transition their support through providing testing accommodations on all New York State

Exams and New York City Assessments as well as providing Academic Intervention Services.

Technology is used in the classroom as a way to meet the needs of our ELLs. Students' vocabulary development is enhanced by identifying through context. Real life examples and images provide a context for language and vocabulary. Listening Centers are used to hear oral language in proper English. It allows students, when used with text, to see the English words with the correct pronunciation. It also allows the student to use picture clues to improve comprehension. Finally, it provides the opportunity for repetition; the student can control their learning pace by pausing, rewinding, fast forwarding, and/or playing the text/story over again on a tape recorder independently.

### ***PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF***

The ESL staff is given professional development throughout the school year. Twice a month, teachers have Professional Development (P.D.) on site. These meetings are developed by the Principal, Assistant Principals, coaches and coordinators who meet on a regular basis. In addition, the ESL department holds meetings and workshops in school to discuss and work on testing, data analysis, scheduling and other various topics of concern. Teachers that attend staff development outside of the building are expected to turnkey information. Teachers that need the required 7.5 hours of training will get that from professional development given during the school year at meetings, on professional development days such as Election Day or at paid training sessions.

During professional development, the ESL staff will train the classroom teachers to analyze and plan instruction based on the data and four modalities of the NYSESLAT Exam. Classroom teachers will revisit strategies for using story grammar: characters, setting, problem and solution, and to use text-to-text, text-to-self and text-to-world connections. Collaboration of teachers is provided through staff development sessions,

both inside and outside of the school, grade meetings and also through team teaching and planning. Articulation time is provided during common preparation periods, or as programmed by both the ESL and classroom teacher.

Our goals entail continuing the development of reading skills and strategies for our ELLs thereby increasing their comprehension of a variety of texts and genres. Students' development of a collection of self-correcting skills to use during reading is an ongoing focus for us. Classroom teachers have been provided with supplemental materials to assist them in increasing the vocabulary and word attack strategies of our ELLs. In addition, students are provided with opportunities to develop appropriate reading behaviors, practice reading books with accuracy and fluency, and participate in group discussions and accountable talk about books.

The Literacy Coach in collaboration with the classroom teachers have created a curriculum map which targets each component of reading outlined above. In addition, the Literacy Coach demonstrates lessons for the classroom and ESL teachers concentrating in the areas of need. The coach helps develop lesson plans and activities focusing on ELL learners. The Literacy Coach and ESL teachers work together to add a language acquisition component to the curriculum map.

The guidance counselor and parent coordinator support ELL students as they transition from elementary to middle school by providing students and families' with information about open houses as well as conducting other special assemblies.

### ***PARENT INVOLVEMENT***

Parents receive English as a Second Language classes bi-weekly. The Parent Volunteer Program in the school provides additional resources for our students. Parents attend monthly meetings and are incorporated into trips. Parents are included in our Library

Media Center. Our English Language Learner parents of our newly admitted students are asked to attend an orientation meeting. These orientation meetings are held several times throughout the year. An overview of all the English Language Learner Programs is given by the ESL Coordinator/Bilingual Coordinator and the ESL staff. Our school participates in the following community activities and initiatives:

- entertaining our Senior Citizens at the Senior Center,
- entertaining patients at the Hillcrest Rehabilitation Center,
- special programs for the Queens Library,
- Open House Family Night,
- Hispanic Heritage Celebration,
- Multi-cultural Night, Family Reading Night,
- Spring and Winter Concerts,
- Parent Volunteer Breakfast,
- Mother's Day Family Breakfast,
- Father's Day Family Breakfast,
- Award Ceremonies, and
- monthly P.T.A. Award meetings

The Parents serve as volunteers in all aspects of school activities. Yearly our English Language Learner Parents attend the New York State for Bilingual Education Conference (NYSABE.) The Eastwood School parents have also attended the Citywide Parent Forum at Columbia University. The ELL NYSESLAT Parent Workshop is held at P.S. 95Q, as well as numerous parent testing workshops, throughout the year.

### ***ASSESSMENT ANALYSIS***

The assessment tools that our school used to assess the early literacy skills of our ELLs are:

- Early Childhood Literacy Assessment System-2 (ECLAS-2)
- EL SOL
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

- Early Performance Assessment in Language Arts (EPAL)
- Peabody Picture Vocabulary Test (PPVT)

A review of the LAB-R and NYSESLAT scores indicates that the following numbers of students have scored at the Beginner level: 64 Kindergarteners , 31 first graders, 24 second graders, 15 third graders, 15 fourth graders and 13 fifth graders; at the Intermediate level: 24 first graders, 18 second graders, 24 third graders, 11 fourth graders, and 5 fifth graders; Advanced level: 30 Kindergarteners, 18 first graders, 37 second graders, 35 third graders, 30 fourth graders, and 27 fifth graders.

In examining students' results in the four modalities of listening, speaking, reading and writing, it is evident that in kindergarten and first grade, the results demonstrate a high percentage of beginner and intermediate level students. This indicates that Basic English language skills must be emphasized through daily exercises in speaking, listening, reading and writing. The statistical results also indicate that students are beginning to achieve high results of success in second grade. Therefore, intensive ESL instruction should be targeted in grades kindergarten, one, and two in an effort to ensure that the students "test out" after the NYSESLAT is administered in grade two. Third, fourth, and fifth grade students will be targeted for intensive instruction in the four modalities using ESL strategies and methodologies that will be integrated in the content area instruction in order to increase their language acquisition proficiency. In addition, teachers use the data in order to provide differentiated instruction. The teacher can tailor lessons to the need of the student; some Ells need more help in reading and writing while others might need more instruction in listening and speaking.

After analyzing the data from the New York State Math Exam, it is clear that the ELL students are performing below their peers in mathematics. The findings indicate that teachers in classes with large concentration of ELL students will need ongoing professional development on analyzing data in order to differentiate instruction for these students. Extensive support by the Math Coach is also being provided. Each ELL class has technology that supports both the visual and tactile learner. There is an emphasis on

the acquisition of math vocabulary through the use of interactive word walls, which will be visible and accessible to the students in every classroom.

In the area of literacy, student performance indicates that English Language Learners are meeting the New York City and New York State Standards. Our projection is based upon evaluation of the New York State English Language Arts Exam and the New York City Interim Reading Assessments (Acuity Periodic Assessments) for non-native English language students. In order to meet or exceed the standards for the English Language Learners, specific concentration on the modalities of speaking, listening, reading and writing skills have been incorporated in the ESL curriculum.

In Science, our ELL students met their Annual Yearly Progress (AYP). As compared to their counterparts in the general education population, our ELL learners do not perform as well on the New York State Science Exam. The purpose and focus of science education at P.S. 95Q is to offer opportunities for students to understand, make predictions, find solutions and adapt to increasingly complex methods of investigation. This is implemented through a “hands-on” workshop model and inquiry based approach that incorporates the scientific thinking processes. Our program is aligned with City and State standards utilizing the Core Curriculum in grades K – 5 to enhance student knowledge of science concepts and instruction.

In our Dual Language Program, English Proficient students (EPs) are assessed in the second (target) language. Data from the El Sol exam, indicate that our students are able to read in the target language but comprehension needs to be improved. The EPs are performing well on city assessments. The majority of our students scored either at the tier 3 or tier 4 level on the November 2009 language arts Acuity exam.

The success of our Ell program is evaluated by looking at several factors. We look at our Ell program in terms of:

- Data from the NYSESLAT and other state exams.

- Data from the ELL Periodic exam and other city exams including ECLAS, DIBELS, P.P.V.T and El Sol .
- Attendance of our students
- Parent Involvement
- Staff Professional Development
- Adequate Yearly Progress for ELLS (AYP)

# OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>LSO- 29</b>	School <b>P.S. 95Q</b>
Principal <b>Ms. Dolores M. Reid Barker</b>	Assistant Principal <b>Ms. Estelle Moore</b>
Coach <b>Ms. Grace Tosado</b>	Coach <b>Ms. Carline Paul</b>
Teacher/Subject Area <b>Ms. Maria Pastis. Test Coord.</b>	Guidance Counselor <b>Ms. Flor Martinez</b>
Teacher/Subject Area <b>Mr. Steven Unter, ESL Coord.</b>	Parent <b>Corazon Timan</b>
Teacher/Subject Area <b>Ms. Joyce Lopez Soler, ESL</b>	Parent Coordinator <b>Ms. Nasrin Shafi</b>
Related Service Provider <b>Ms.M. Correa Jordan, ESL</b>	SAF <b>N/A</b>
Network Leader <b>Daniel Purus</b>	Other <b>Ms. V. Butler, ESL</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>11</b>	Number of Certified Bilingual Teachers	<b>11</b>	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>1335</b>	Total Number of ELLs	<b>421</b>	ELLs as Share of Total Student Population (%)	<b>31.54%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	29	22	19	32	17	18				137
<b>Dual Language</b> (50%:50%)	11	5		9						25
<b>Freestanding ESL</b>										
<b>Self-Contained</b>	12	27	5	0	7					51
<b>Push-In</b>	44	15	56	36	30	27				208
<b>Total</b>	96	69	80	77	54	45	0	0	0	421

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	421	<b>Newcomers (ELLs receiving service 0-3 years)</b>	302	<b>Special Education</b>	49
<b>SIFE</b>	25	<b>ELLs receiving service 4-6 years</b>	119	<b>Long-Term (completed 6 years)</b>	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	97	10	4	40		4				137
Dual Language	25		3			0				25
ESL	184	15	27	75		11				259
<b>Total</b>	<b>306</b>	<b>25</b>	<b>34</b>	<b>115</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>421</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	29	22	19	26	17	18				131
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>29</b>	<b>22</b>	<b>19</b>	<b>26</b>	<b>17</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>131</b>

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	11	1	5	10			9	13											25	24
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other		11		8				4											0	23
<b>TOTAL</b>	<b>11</b>	<b>12</b>	<b>5</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>17</b>	<b>0</b>	<b>25</b>	<b>47</b>									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>24</u>	Number of third language speakers: <u>    </u>
Ethnic breakdown of EPs (Number)	

African-American: 10

Asian: 9

Hispanic/Latino: 24

Native American:     

White (Non-Hispanic/Latino): 4

Other:     

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	14	15	33	8	10	14				94
Chinese										0
Russian										0
Bengali	35	26	17	21	16	8				123
Urdu	2	3	3	3	5	2				18
Arabic	1	1	2		1					5
Haitian Creole	1	1		4	1	2				9
French										0
Korean										0
Punjabi	1									1
Polish										0
Albanian										0
Other	1	1	2	4	6	1				15

### Programming and Scheduling Information

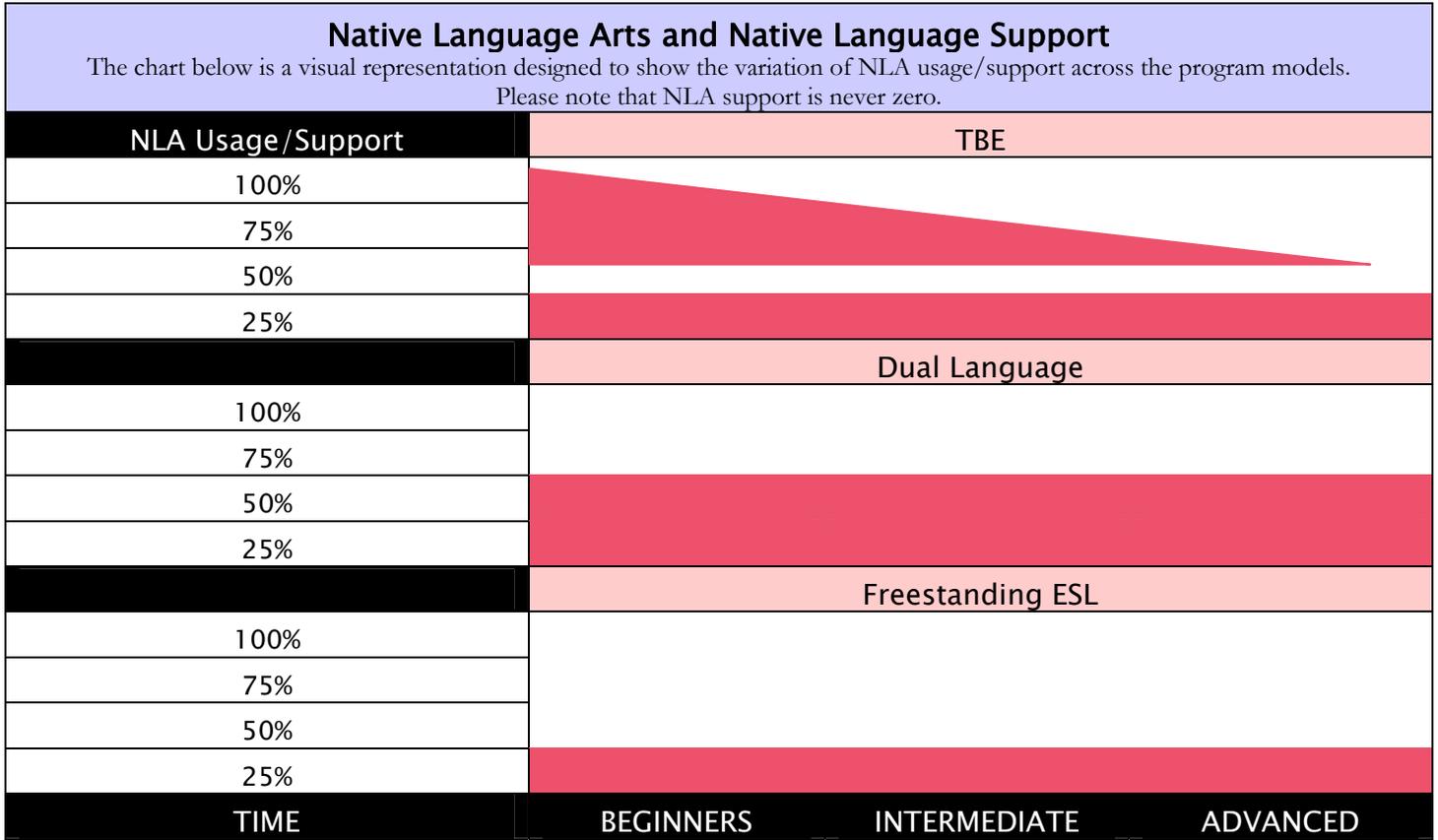
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

<b>TOTAL</b>	<b>55</b>	<b>47</b>	<b>57</b>	<b>40</b>	<b>39</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>265</b>
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### NYS CR Part 154 Mandated Number of Units of Support for ELLs Grades K-8

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under <i>CD Part 154</i>	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under <i>CD Part 154</i>			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



## Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

## Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	64	31	24	15	15	13				162
Intermediate(I)		24	18	24	11	5				82
Advanced (A)	30	18	37	35	30	27				177
Total	94	73	79	74	56	45	0	0	0	421



NYSAA Bilingual Spe Ed									0
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NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	15		12		16				43
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)	1	4	11	15				
Chinese Reading Test									

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Estelle Moore	Assistant Principal		
Nasrin Shafi	Parent Coordinator		
Steven Unter	ESL Teacher		
Corazon Timan	Parent		
M. Correa Jordan	Teacher/Subject Area		
Joyce Lopez Soler	Teacher/Subject Area		
Carline Paul	Coach		
Grace Tosado	Coach		
Flor Martinez	Guidance Counselor		
Dr. Philip Composto	School Achievement Facilitator		
Daniel Purus	Network Leader		
	Other		
	Other		
Angela Cadogan	Assistant Principal		
Noel Simms	Assistant Principal		
Violetta Butler	ESL Teacher		
Maria Pastis	Testing Coordinator/Data		

	Specialist		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII - A (1)(a)**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 421**

**Non-LEP 914**

**Number of Teachers There are seven bilingual, ten English as a Second Language (ESL) Teachers, and three dual language teachers**

**Other Staff (Specify) Two school aids**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Bilingual Program is implemented in all grades. There are two (2) bilingual classes in Kindergarten. There is one (1) dual language class in Kindergarten, first and one in third grade. There is one bilingual class in every grade: K-5. There is a Bilingual/Dual Language/ ESL coordinator for all of grades K-5.

Our English as a Second Language (ESL) Program has one self contained class in grades one, two and four. ELL students are also served by an ESL Push-In/Pull-Out teacher.

All students who need ESL instruction are serviced by licensed ESL teachers. English as a Second Language instruction meets the city and state standards. The Spanish Reading Strategies in the bilingual programs utilize the Spanish Harcourt materials in grades K-3.

The students in the bilingual program receive balanced literacy in a 60-40 model which includes 60% English and 40% Spanish Language instruction. The Dual Language presently is a fifty-fifty Spanish-English self-contained model.

Newly enrolled LEP students are incorporated into various programs designed to improve their proficiency in English such as extended day, after school, saturday Title III programs and the Virtual Y from the YMCA.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The school staff will receive training on English as a Second Language strategies and methodologies. In addition, ELL strategies and methodologies will be reinforced at our ESL/Bilingual and Dual Language Staff Development meetings. New York State English as a Second Language Assessment Test (NYSESLAT) training will be provided. ESL and Bilingual materials and their implementation in the classroom will also be part of the workshops.

### **Form TIII – A (1)(b)**

-

**School: The Eastwood School - PS 95Q**  
**BEDS Code: 342900010095**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$ 38,315.52	Instruction is three teachers (3-5) times four hours a week times 24 weeks at \$49.89 an hour with fringe = \$14,368.32 (Tuesday and Thursday After School)  10 teachers (Grades two Kindergartens, 2 first, 2 second, 2 thirds, 1 fourth and 1 fifth) times 4 hours a week times 12 weeks at \$49.89 with fringe = \$23,947.20 (Saturday Academy)
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$1,000.00	Professional Development
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$13,364.48	To purchase high interest supplemental reading materials in the areas of social studies, science, mathematics and arts (Textbooks/Instructional Materials).
<b>Educational Software (Object Code 199)</b>	\$0	Not Applicable
<b>Travel</b>	\$ 6,000.00	Travel: Saturday trips with parents and students. Students and parents will be given the opportunity to visit several cultural and scientific sites in New York City as reinforcement to the various curriculum areas that were introduced.
<b>Other</b>	\$0	This is the total amount for Professional Staff, Purchase Services,

		Supplies/Materials and Travel.
<b>TOTAL</b>	<b>\$58,680.00</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon registration, a parent is interviewed for the purpose of completing the Home Language Identification Survey (HLIS). This interview is usually conducted by the ESL/Bilingual Coordinator. Parents are asked the language that they would like the school to contact them in written and oral communications. In addition, parents complete the Blue Emergency card, where they provide the language that they wish the school to use as a means of communication. This information is transferred to Automate the School (ATS) computer system.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Upon review of the Home Language Surveys, Emergency Blue cards, interviews with pedagogues, school counselors and the parent coordinator, we discovered that our school community requires translations at activities such as registration, parent teacher conferences, P.T.A. meetings and written notices. We found that our translation needs are mainly in English and Bengali. Our findings are conveyed to our school community in School Leadership meetings and in P.T.A. meetings.

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All documents such as letters, school brochures, registration information, P.T.A. notices, parent meetings that are part of our school information must be translated into many languages to effectively communicate with our diverse, multicultural school population. Presently, the dominant languages other than English spoken at PS 95Q are Spanish, Bengali, and Urdu. We will continue to meet the needs of our multicultural and linguistically diverse community by using school staff such as the Parent Coordinator, ESL/Bilingual staff, ESL/Bilingual coordinator and parent volunteers. The following are some of the documents in need of translations:

- \*Translations of all student admission forms

- \*ELL Parent Orientation Letters

- \*Parent/Teacher meetings-flyers, agendas

- \*Minutes of all our parent meetings/workshops

- \*Telephone communication

- \*Counseling information

- \*School newsletter/calendars/principal messages

At P.S. 95Q, we ensure that letters are sent home translated either by the Office of Translation Services or by our school staff. This allows us to provide our non-English speaking parents with the same information as our English speaking parents. During the year, parent workshops are offered, where handouts are available in different languages so that all parents can participate in the meetings. Brochures in the parents native language are provided by the Department of Education so that parents fully understand the three program choices that are available to them. This ensures that parents make decisions about the chosen program.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation needs will be met by our in house staff. The Parent Coordinator and other ESL department members are available to provide interpretation services. Oral translations are available at registration, parent/teacher meetings and conferences. In addition, school aides are available in the main office to assist our parents with translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our Parent Coordinator has copies of the Bill and Parent Rights and Responsibilities brochure which she gives to parents upon registration for the parents at general meetings. These brochures are also available in her office. Upon entering the school, Parental Notification Postings are visible to all visitors assuring them of the availability of translators. Important documents are also available from the Department of Education in various languages.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$827,531.00	\$65,888.00	\$893,419
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,275.31		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$41,376.55		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$82,753.10		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
97.7%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. Provide opportunities for teacher articulation and turnkey of outside training. Use coaches, highly qualified lead teachers and math facilitators to conduct lesson demonstrations. Identify lead teachers to build capacity in literacy and mathematics.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### PS 95 Q – Title 1 School Parental Involvement Policy

P.S. 95Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - . that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school as well as at home.
  - . that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - . The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 95 Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - . Increase proficiency of parents’ English Language skills.
  - . Offer test prep and informational meetings.
  - . Letters will be sent home in appropriate language translations.
2. P.S. 95Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
  - . PTA School Leadership Team
  - . School Based Option Committee
3. PS 95Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - . Computer classes for parents.
4. P.S. 95Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
  - . Reading First, Everyday Mathematics and America ’s Choice Reading and Writing
5. P.S. 95Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- . Parent education classes in English, computers, art, book clubs and physical education at the school.
  - . Letters home will be translated into more languages by school and region.
  - . Telephone calls will be made to the home by native language speakers as parental volunteers.
6. P.S. 95Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
    - . the State's academic content standards
    - . the State's student academic achievement standards
    - . the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
    - . classes in English language and culture, computer skills, art, physical education and health.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
    - . PTA School Leadership Team, School Based Option Committee
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with:
    - . Parental information about America 's Choice Reading and Writing
  - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
    - . A greater number of languages.
    - . Phone calls will be made by native language speakers.
    - . Parents will be invited to meetings, workshops and classes.

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the work of the School Leadership Team. This policy was adopted by the P.S. 95Q on 09/08/2009 and will be in effect for the period of 2009-2010 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2009.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 95Q – Title I  
School Parent Compact

P.S. 95Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

**Required School-Parent Compact Provisions**

School Responsibilities:

P.S. 95Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
  - K-3 Reading First
  - 4-5 America's Choice Reading and Writing Program
  - K-5 America's Choice Writing Workshop Program
  - Everyday Mathematics (K-5)
  - Professional Development for staff
  - Remedial/Enrichment programs after and before school and on Saturdays.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
  - November 2009 and March 2010
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
  - Report cards will be distributed in fall, spring and at the end of the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
  - Open school day and night
  - By appointment with individual teachers.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
  - Parents may offer help through the PTA or the classroom teacher.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in their child's school.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Parents will continue to participate in the various on-site and citywide workshops.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Get to school on time
- Respect other students and all adults
- Be prepared for all challenging educational opportunities
- Develop my critical and creative thinking skills

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Our Instructional Team, comprised of the Principal, Assistant Principals, staff developers, coaches and grade leaders will continue to meet monthly to discuss trends in student performance based on data and plan accordingly to address the identified needs of our students. (See pages 13-16) for Comprehensive Needs Assessment of the school.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Implementation of America's Choice Reading and Writing for Grades 4 and 5. America's Choice Writing Program for Grades K-5 for the 2009-2010 School Year. Reading First Literacy Program for Grades K-3 and Everyday Mathematics for Grades K-5.
- America's Choice is a standard based program and is aligned with the English Language Arts standards.
- Teachers differentiate instruction to meet the needs of all their students.
- America's Choice Reading and Writing curriculum, Everyday Mathematics and Reading First will address the needs of all our students.
- Please refer to pages 17-21.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Our school offers extended day for all Level 1 and 2 students as well as students that volunteer that are Level 3 and 4. We offer After School programs and Early Risers for all grades as well as Title III After school and Saturday Enrichment programs.

o Help provide an enriched and accelerated curriculum.

- America's Choice is a standard based program and is aligned with the New York State English Language Arts standards.
- Reading First is a standard based program and is aligned with the New York State English Language Arts standards.
- Everyday Mathematics is a standard based program and is aligned with the New York State Mathematics standards.
- Teachers differentiate instruction to meet the needs of all their students.
- Saturday Enrichment Program Grades 3-5 for Level 3 and 4 students.

o Meet the educational needs of historically underserved populations.

- Extended Day is offered.
- After School Programs (Grades K-5) are offered.
- Spell Read Program (Grades 2-4)
- Early Risers Program (Grades 4-5)
- Academic Intervention Services (AIS)
- Grade Level Inquiry Teams
- Differentiated Instruction

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs

- We address the needs of low academic achieving children by providing After School and Title III After School for Grades K-5.
- These students are mandated to attend Extended Day where small group instruction is implemented.
- Teachers differentiate instruction based on data to address the needs of all students.

o Are consistent with and are designed to implement State and local improvement, if any.

- All of our content area programs (America's Choice, Reading First, Everyday Mathematics and Core Curriculum Harcourt Social Studies and Harcourt Science) are aligned with the New York State and City standards.

### 3. Instruction by highly qualified staff.

- Provide opportunities for teacher articulation and turnkey of outside training (please see pages 22-23).
- Use coaches, highly qualified lead teachers and math facilitators to conduct lesson demonstrations
- Identify lead teachers to build capacity in literacy and mathematics
- Utilize highly qualified teachers and coaches to attend workshop and seminars in literacy and mathematics to enhance instruction and our school's professional development.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Provide teachers with intensive staff development in all curriculum areas (see pages 22-23).
- Utilize key teachers/facilitators, coaches and staff developers to turnkey regional training.
- Utilize seminars and workshops by literacy and mathematics organizations.
- Facilitate collaboration among teachers for the purpose of planning instruction and sharing best practices.

### 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Implement an interview process that ensures the selection of state and city certified teachers
- Continue to collaborate with universities by welcoming student teachers and student observers.
- Encourage paraprofessionals to complete requirements for teaching licenses.

### 6. Strategies to increase parental involvement through means such as family literacy services.

- Provide comprehensive educational opportunities for parents with weekly adult English as a Second Language (ESL) classes (See Appendix 4 Part B-Parent Involvement Policy and School Parent Compact).
- Educate parents about state exams through Parent Testing Workshops in the morning as well as in the evening.
- Add more languages to the list of translated documents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- Establish and maintain contact with local early childhood program providers.
- Conduct workshops for parents of incoming kindergarteners during the month of June.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Uses coaches, staff developers and assistant principals to conduct training on data analysis.
- Coaches, staff developers and technology teachers can assist in training classroom teachers to retrieve student Acuity assessment data given throughout the school year.
- Coaches will display results of assessments to increase awareness of results.
- Members of the School Inquiry Team will meet with classroom teachers to use the data results in planning differentiated lessons for their class.
- See pages 13-16 (needs Assessment) and pages 22-23 (Professional Development Action Plan).

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with all intervention and enrichment programs during the day and after school to ensure that all of our students meet the standards. The measures that are used to identify students are data from teacher assessments, Acuity Periodic Assessments (ITAs and Predictives), DIBELS, ECLAS-2, Interim Assessments, conferencing notes, running records, scores from previous years New York ELA and Math exams and so forth. All classroom teachers use the data to differentiate instruction. Teachers set short term and long term goals for the students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Establish preventive measures that involve the dean and guidance counselor to service students in need of behavior modification activities.
- Publish a school wide discipline code of behavior.

- Provide parent workshops with topics that include: ESL and helping students with homework assignments.

## **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### ***1A. English Language Arts***

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

### **-English Language Learners.**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

For the 2009/2010 School Year, PS 95 implemented America's Choice literacy program-Reading and Writing for Grades 4 and 5 and Writing for Grades K-5. America's Choice is a standard based literacy program that aligns our instruction to the state standards. This is the first step in making sure that all of our lessons are aligned to the standards. Our school uses the Reading First and America's Choice Literacy Program. ESL teachers use the ELL components in these programs. ESL teachers plan with the classroom teacher and this ensures that the curriculum is followed.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on conversations and informal observations of ESL teachers, the ESL coordinator has determined that ESL teachers are aware of the Reading First and America's Choice and are following these programs with their ELL students.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

### **1B. Mathematics**

#### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see

mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

#### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

#### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has engaged in the process of reviewing our current primary curriculum for teaching mathematics and other supplemental math curriculum used for enrichment and remedial support.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Everyday Mathematics is used as the primary curriculum for teaching mathematics to students in grades K to 5. The Everyday Mathematics Program is a standards-based and scientifically tested program that is aligned to the National Council of Mathematics Teachers standards. Everyday Mathematics places a strong emphasis on a problem-solving approach that develops critical thinking and mathematical communication that includes understanding and evaluating the mathematical thinking and strategies of others. (Everyday Mathematics – Teacher Lesson Guide, 2007). In addition the updated 2009-2010 New York

City Everyday Mathematics Planning Guide provides alignment to the New York State process and content strands for each lesson.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school uses the workshop model where there is approximately 10-15 minutes of actual teacher directed instruction, also known as the mini-lesson. The remaining 25-30 minutes of the work period is when students work independently or in small groups. During this time, there is the engagement of differentiated student activities where the teacher becomes the facilitator. During the work period, students also work in small groups with the teacher based on data from the students.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As said previously in question 2A.1, our school uses the workshop model in reading and writing where there is teacher directed instruction and afterwards student engagement in differentiated activities to follow up on the mini lesson. We do need to work more on differentiating instruction for our English Language Learners.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will continue to have professional development based on the data from our student population.

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In-class room support by coaches, grade conferences and ongoing assessment of teacher implementation of the Everyday Mathematics program will be used to assess the relevance to our school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers are utilizing best practices for differentiated instruction and a large percentage of teachers are using the Promethean Interactive Whiteboard and mathematics computer software on an ongoing basis for mathematics instruction. The United Federation of Teachers - Teacher Center Math Coach at PS 95Q has created a school based work plan to continue to support ongoing staff development in differentiated instruction for mathematics in grades K-5. Professional development will be made available during common preparation periods for grades K-5, teacher preparation periods, math instruction and during school wide staff development days.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Based on the last 3 years at PS 95Q, teacher turnover has been low. We have been able to keep all of our highly qualified teachers and we have also been able to hire teachers who have been subbing for our school.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NA

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our English As A Second Language (ESL) Coordinator is aware of the QTEL program and shares this information with the ESL staff. Our staff has had several teachers participate over the years, however, more teachers need to be made aware of the program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although our school has had some participants of the QTEL program, it seems that there are staff members not aware of the program.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

ESL professional development happens at school in meetings such as faculty conferences, grade meetings, lunch and learns and on Professional Development Days. The existence of the QTEL program and other professional development opportunities offered by the districts will need to be addressed.

#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ELL coordinator has distributed NYSESLAT scores to teachers that work with ELLs. These scores are disaggregated by proficiency levels.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The NYSESLAT data in addition to data from ELL Interim Exams (Periodic Assessments) are shared with the teachers that work with ELLs in a timely manner.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable

### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

For the 2009/2010 school year, our school met the AYP for our students with disabilities and therefore we have implemented many things in place for this population. One of the findings that is relevant to our school is the fact that quite a few of our general education teachers are not too familiar with the contents of the IEPs and therefore professional development is necessary to familiarize all teachers with the content of the IEPs. During our Faculty Conference and Chancellor's Professional Development Day this year, we had professional development workshops on the content of the IEPs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

It is important that all classroom teachers, regular education teachers as well as special education teachers are familiar and understand what is in the IEP and how to read it. There were many regular education teachers as well as cluster teachers who were unfamiliar with the content of the IEPs. We want to educate all of our staff members.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

All teachers providing instructional support services for an IEP student have received a copy of the student's IEP. Special Education Paraprofessionals have been provided with access to the respective student's IEP. Professional Development workshops, Instructional Team Meetings, Grade Conferences and trainings have been offered to the staff among them are:

- The Educational Benefit Review Process – The IEP Connection (Four Sessions)
- IEP Overview (Two Sessions)
- PRIM-Pre Referral Intervention Manual (Two Sessions)

### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All teachers have access to students' IEPs. We offer self contained and inclusion classes. Students receive services such as speech and resource room as well. Our school uses data from state and city exams as well as periodic assessments. This data shows if our educational programs are effective. We discuss the data and the effectiveness of these programs with all staff.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYS exam scores as well as their IEPs. Our evidence is supported at our Grade Conferences, Inquiry Team Meetings, Faculty Conferences, Extended Cabinet Meetings, Instructional Team Meetings, School Leadership Meetings and all Professional Development Days.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **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.)  
  
5
2. Please describe the services you are planning to provide to the STH population.

The guidance counselor will help ensure the rights of children in Temporary Housing. PS.95 will provide an equal opportunity to students in Temporary Housing, These services will be offered according to the student's needs. The school offers programs in ESL for students with limited English proficiency, a Special Education Program for students with disabilities: SETSS, Integrated Co-teaching, 12:1:1: programs. The school also offers After School programs, and vocational education programs for the gifted and talented. In addition, students facing socio-emotional problems will be serviced by the guidance counselor.

Students in Temporary housing will be enrolled in the free meal programs. Students in grades kindergarten to fifth will be eligible for free transportation and will be exempt from age distance requirements. This will also apply for students receiving Special Education services.

The guidance counselor will provide guidance and crisis counseling services during the school day, especially for children who are economically disadvantaged, students in grades kindergarten to fifth. Students are assisted in learning how to deal with various personal issues including school friends, family, current events, etc.

**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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.