



P.S. 095 EASTWOOD

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342900010095 **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 Reid-Barker **EMAIL ADDRESS:** DBarker@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dolores M. Reid Barker

PRINCIPAL: Dolores Reid-Barker

UFT CHAPTER LEADER: Dale Cohen

PARENTS' ASSOCIATION PRESIDENT: Debbie Manwah Hafeez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** CFN 209 (Cluster 2)

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	Electronic Signature Approved.
Krysia Bibro	UFT Member	Electronic Signature Approved. Comments: yes
Dale Cohen	UFT Chapter Leader	Electronic Signature Approved. Comments: The SLT member has approved the CEP
Jennifer Cooper	UFT Member	Electronic Signature Approved. Comments: Approve the CEP
Debbie Manwah Hafeez	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Approve the CEP
Shadhida Begum	Parent	Electronic Signature Approved. Comments: SLT member approve the CEP
Joan Kisson	Parent	Electronic Signature Approved. Comments: Approve the CEP
Maria Pastis	UFT Member	Electronic Signature Approved. Comments: Approve the CEP
Ryan Ramsahai	UFT Member	Electronic Signature Approved. Comments: Approve CEP
Mohammed G.M. Khan	Parent	Electronic Signature Approved. Comments: Approve CEP
Muna Ahmed	Parent	Electronic Signature Approved. Comments: Approve CEP
Patricia Ramnandan	Parent	Electronic Signature Approved. Comments: SLT member approves the CEP

* Core (mandatory) SLT members.

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.

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 1374 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 revolves 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 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) through utilizing the Common Core State Standards (C2S2).

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 095 Eastwood								
District:		29	DBN #:		29Q095	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			94.8	95.1	TBD	
Kindergarten		212	191	217						
Grade 1		223	228	205	Student Stability - % of Enrollment:					
Grade 2		191	227	238	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		209	201	241			92.1	91.64	TBD	
Grade 4		209	207	212						
Grade 5		204	225	224	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			77	77	88.5	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			1	50	TBD	
Grade 12		0	0	0						
Ungraded		6	1	4	Recent Immigrants - Total Number:					
Total		1254	1280	1341	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							39	39	53	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		10	11	19	Principal Suspensions		1	1	TBD	
# in Collaborative Team Teaching (CTT) Classes		29	41	41	Superintendent Suspensions		0	4	TBD	
Number all others		45	43	49						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		136	142	138						

# in Dual Lang. Programs	10	16	23	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	219	238	264	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	3	38	Number of Teachers	86	85	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	15	TBD
				Number of Educational Paraprofessionals	10	9	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	72.1	76.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	67.4	75.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	95	95	TBD
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.2	100	TBD
Black or African American	17.6	18.5	15.7				
Hispanic or Latino	39.6	37	35.3				
Asian or Native Hawaiian/Other Pacific Isl.	38.9	40	43.3				
White	3.6	4.1	5				
Multi-racial							
Male	49	49.2	50.2				
Female	51	50.8	49.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

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 25% of the Overall Score)	16.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.
**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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

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

NYS Mathematics Exam Results 2009-2010 School Year

Grade	# of students tested	Students that met promotion criteria	Students that did not meet promotion criteria	ESL Students that received two years or less services
3	226	91.2%	8.8%	2.2%
4	205	86.8%	13.2%	3.4%
5	230	96.1%	3.9%	2.1%

Levels	Grade 3	Grade 4	Grade 5
Level 1	17%	7%	3%
Level 2	29%	44%	28%
Level 3	34%	30%	41%
Level 4	20%	19%	28%

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%

NYS English Language Arts (ELA) Exam
Results 2009-2010 School Year

Grade	# of students tested	Students that met promotion criteria	Students that did not meet promotion criteria	Students that were exempt
3	226	90.3%	9.7%	2.6%
4	205	94.2%	5.8%	5.36%
5	230	95.7%	4.3%	4.78%

Levels	Grade 3	Grade 4	Grade 5
Level 1	17%	7%	6%
Level 2	33%	44%	38%
Level 3	34%	46%	44%
Level 4	16%	4%	12%

GREATEST ACCOMPLISHMENTS

- We are a Community 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 3– 5)
- After School Title III (Grades 3 – 5) Program
- Saturday Enrichment Program (Grades 3 – 5)
- Saturday Title III Program (Grades K – 5) depending on funding
- 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)
- IStations (Grades K-3)
- Adult ESL Program (Day)
- Singapore Math is a math intervention program with a strong emphasis on number sense and operations (Grades 2-4).
- Early Riser Physical Fitness (Grades 4 – 5) and Art (Grade 4) Program
- Title I ELL Enrichment Grant
- District Wide Science Fair Winners
- Potential National Board Certified Candidates
- Interactive Prometheon Boards in every classroom

- Community Education Room for Parents
- Physical Education
- Art Education
- Virtual "Y" (YMCA)
- Project Arts (Ballet, Violin and Drama)
- Teaching American History Grant (TAHG)
- Move to Improve Fitness Program (Grades K-3)
- 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

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 as well as the Core Curriculum State Standards (C2S2).

Barriers

- Transient Population
- Immigrant Parents who are not literate in English
- 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
- Teacher Data Reports (TDR)
- National Assessment of Educational Progress (NAEP) for the 4th Grade in English Language Arts/Mathematics

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, students in grades K – 5 will show an overall 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).	<input type="checkbox"/> A variety of <input type="checkbox"/> strategies for English Language Arts (ELA) will be explored during Grade Level/School-Wide Inquiry Teams and Extended Day such as the Writing Strand through utilizing the Common Core State Standards (C2S2) to improve the overall academic performance for English Language Arts (ELA). Various programs that will be offered are Tuesday/Thursday After School (Grades 3, 4 and 5), Monday/Wednesday After School (Grades K, 1 and 2), Title III After School (Grades 3, 4 and 5), Saturday Enrichment Academy (Grades 3, 4 and 5), Early Risers (Grades 3, 4 and 5) and Title III Saturday Program (Grades K - 5) pending availability of funds. Teachers will use portfolios, students' work, small group and differentiated instruction to monitor the progress and to move their students.
<input type="checkbox"/> 2. By June 2011, our English Language Learners will grow academically by 5% on the New York State English as a Second Language Achievement Test (NYSESLAT).	<input type="checkbox"/> We have a large population of approximately 448 English Language Learners (ELLs) and we offer Title III programs in After School and Saturday Enrichment based on funding availability to help assist our ELLs in improving their Reading, Writing, Speaking and Listening skills in English. We work with our ELL population through Grade Level Inquiry Teams through improving Writing utilizing the Common Core State Standards (C2S2).
<input type="checkbox"/> 3. By June 2011, 100% of our teachers will receive monthly professional development targeted to student performance progress.	<input type="checkbox"/> Teachers will continue to receive training on new programs, the Common Core State Standards (C2S2) and receive continuous support with technology such as data access to ARIS, Acuity, DIBELS, Istation and Promethean Boards. Staff developers, UFT coaches and coordinators are always available to assist and support our teachers.
<input type="checkbox"/> 4. By June 2011, students in grades K – 5 will show a 5% growth in Mathematics as measured by the following assessments: New York City	<input type="checkbox"/> A variety of strategies for Mathematics will be explored during Grade Level/School-Wide Inquiry Teams and Extended Day as well as utilizing/implementing the Common Core State Standards (C2S2). Various programs will be offered such as Tuesday/Thursday After School (Grades 3, 4 and 5), Monday/Wednesday After School (Grades K, 1 and 2), Saturday

<p>Periodic Assessments such as Instructionally Targeted Assessments (ITA), Predictives, as well as New York State Exams and unit tests in the Everyday Mathematics Curriculum (Grades K-5) .</p> <p><input type="checkbox"/></p>	<p>Enrichment Academy (Grades 3, 4 and 5), Title III After School (Grades 3, 4 and 5), Title III Saturday Program (Grades K-5) and Singapore Math (Grades 2, 3 and 4) to improve overall academic performance in Mathematics pending availability of funds. Teachers will use portfolios, students' work, small group and differentiated instruction to monitor the progress and to move their students.</p>
<p><input type="checkbox"/></p> <p>5. By June 2011, 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.</p>	<p><input type="checkbox"/> Teachers will continue to use students Individualized Educational Plan (IEPs) in order to plan and differentiate instruction to meet the needs of their students.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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.*

Subject Area English Language Arts (ELA)
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>1. By June 2011, students in grades K – 5 will show an overall 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).</p>
<p>Action Plan <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><input type="checkbox"/> <u>ACTIONS/STRATEGIES/ACTIVITIES</u></p> <ul style="list-style-type: none"> • Schedule common prep, lunch and learns, grade wide inquiry teams, study groups • Work with Data Specialist to deepen staff awareness and understanding of data • Support teachers in the use of technology to access data from periodic assessments, Pearson, Acuity, ARIS, M-Class Home, Promethean Board, IStation and Ticket To Read • Collaborate with Children's First Network (CFN) to enhance our professional development offerings • Fund for facilitators, coaches, coordinators, lead teachers, assistant principals, staff developers, consultants, inter-visitations, classroom teachers and cluster teachers • America's Choice Staff Developer models lessons in Reading and Writing Workshop • 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.

	<p><u>TARGET POPULATION</u></p> <ul style="list-style-type: none"> • All teachers and Paraprofessionals <p><u>RESPONSIBLE STAFF</u></p> <ul style="list-style-type: none"> • Principal, Assistant Principals (3) • UFTTC Staff Developer • Data Specialist • Coaches • Staff Developer • Coordinator • Classroom Teachers • Technology Teachers <p><u>TIMELINE</u></p> <ul style="list-style-type: none"> • Weekly common preps (September - June) • Monthly Lunch and Learn • Reading First Reading Academy • Monthly Meetings • UFT Center and Resource Room available
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <u>RESOURCES</u></p> <ul style="list-style-type: none"> Funds for Data Team through Title I Reduced class size through Contract for Excellence (C4E) allocations Inquiry Team funded through Title I Tax Levy funding for substitutes for Inquiry Team meetings on grade levels. Literacy coaches/staff developers Consultants through Tax Levy Conferences/Curriculum Planning through Title I

	<p>CFN Facilitators America's Choice on-line website</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <u>Interval of Periodic Review and Projected Gains</u> <input type="checkbox"/></p> <p>By the end of the following three intervals: November 2010, February 2011 and June 2011, 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><u>Instruments of Measure:</u></p> <ul style="list-style-type: none"> • Documentation of professional development utilizing sign-in sheets • Minutes from all Professional Development meetings as well as other meetings • Evaluate technology use and effectiveness in the classroom through walkthroughs • Coaches logs/programs • Sample model lesson plans • Teacher professional resources • Visitation schedule • CFN Professional Development Calendar • Study Groups

Subject Area
(where relevant) :

English Language Learners (ELLs)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> 2. By June 2011, our English Language Learners will grow academically by 5% on the New York State English as a Second Language Achievement Test (NYSESLAT).</p>
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<p><i>Time-bound.</i></p>	
<p>Action Plan <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><input type="checkbox"/> <u>ACTIONS/STRATEGIES/ACTIVITIES</u></p> <ul style="list-style-type: none"> • English as a Second Language/Bilingual Coordinator will provide professional development to classroom teachers in ESL methodologies. • ESL teachers will collaborate with classroom teachers to ensure continuity of instruction using ESL methodologies as they work with small ELL groups. • ELL students will attend Title III After School (Grades 3-5) and Saturday Enrichment Programs as well as extended day pending availability of funds. • ESL teachers will work with students to improve listening, speaking, reading and writing skills in English in small groups. <p><u>TARGET POPULATION</u></p> <ul style="list-style-type: none"> • English Language Learners from grades K-5 • Responsible staff • Principal, Assistant Principals (3) • ESL/Bilingual Coordinator • ESL teachers • Classroom Teachers • Literacy Coaches <p><u>TIMELINE</u></p> <ul style="list-style-type: none"> • Weekly Common Preps • Grade Level Inquiry Team Meetings

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <u>RESOURCES</u></p> <ul style="list-style-type: none"> • Tax Levy funds • Title III funding for After School and Saturday Enrichment Programs for the ELL population • ESL/Bilingual Coordinator to provide training and programming which is funded under Title III/C4E
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>Interval (Frequency) of Periodic Review:</u></p> <ul style="list-style-type: none"> • End of November 2010 • End of February 2011 • End of June 2011 <p><u>INDICATORS (Instruments of Measure)</u></p> <ul style="list-style-type: none"> • Benchmark Indicator: 2010 NYSESLAT and 2010 NYS ELA • Entrance Exams: LAB-R • Ongoing Assessments: NYC ELL Periodic Assessments, Portfolios, Teacher assessments <p><u>Projected Gains</u></p> <ul style="list-style-type: none"> • End of Year: 5% of our ELLs will move up a level on the NYSESLAT

Subject Area
(where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>3. By June 2011, 100% of our teachers will receive monthly professional development targeted to student performance progress.</p>
<p>Action Plan <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><input type="checkbox"/></p> <p>ACTIONS/STRATEGIES/ACTIVITIES Schedule common preps, lunch and learns, grade wide Inquiry Teams and study groups Work with Data Specialists to deepen staff awareness and understanding of data 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. Collaborate with Children's First Network (CFN) staff to enhance our professional development offerings Mentors, facilitators, coaches, coordinators, staff developers, lead teachers, assistant principals, consultants, inter-visitations, classroom teachers and cluster teachers Grade conferences Curriculum and Instructional Planning Scheduled outside Professional Development for selected teachers to turnkey to colleagues</p> <p>TARGET POPULATION All teachers and paraprofessionals</p> <p>RESPONSIBLE STAFF Principal, Assistant Principals (3) UFTTC Staff Developer Data Specialist Coaches/Staff Developers Coordinators</p>

	<p>Classroom Teachers Technology teachers</p> <p>TIMELINE</p> <p>Weekly Common Preps throughout the school year Lunch and Learn Reading First Reading Academy Monthly Meetings Faculty Conferences Chancellor’s Day Professional Development</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> RESOURCES</p> <p>Assistant Principals funded through Tax Levy, C4E Literacy coaches/America’s Choice Staff Developer funded through Title I, C4E Consultants from RSSC and DOE funded through Title I Conferences CFN Facilitators Teachers Release Time funded through Title I Substitutes (coverage of teachers) funded through Tax Levy Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <u>Intervals of Periodic Review</u></p> <ul style="list-style-type: none"> • In the end of January 2011 (the end of the first marking period) and in the end of June 2011. <p><u>INDICATORS (Instruments of Measure)</u></p> <ul style="list-style-type: none"> • 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
- CFN Professional Development calendar
- Study Groups

Projected Gains

75% of the teachers will receive Professional Development by January 2011 and 100% of all teachers will receive Professional Development.

**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>4. By June 2011, students in grades K – 5 will show a 5% growth in Mathematics 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 and unit tests in the Everyday Mathematics Curriculum (Grades K-5) .</p> <p><input type="checkbox"/></p>
<p>Action Plan <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><input type="checkbox"/></p> <p><u>ACTIONS/STRATEGIES/ACTIVITIES</u></p> <p>Schedule common prep, lunch and learns, grade wide inquiry teams, study groups. Work with Data Specialist to deepen staff awareness and understanding of data. Support teachers in the use of technology to access data from periodic assessments, Pearson, Acuity and ARIS. Collaborate with Children's First Network (CFN) to enhance our professional development offerings.</p>

Fund for facilitators, coaches, coordinators, lead teachers, assistant principals, staff developers, consultants, inter-visitations, classroom teachers and cluster teachers.

UFT Teacher Center Math Coach models lessons in the Everyday Mathematics Curriculum.

Scheduled outside PD for selected teachers to turnkey to colleagues.

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

TARGET POPULATION

All students (Grades K-5)

All teachers and Paraprofessionals

RESPONSIBLE STAFF

Principal, Assistant Principals (3)

UFTTC Staff Developer

Data Specialist

Coaches

Staff Developer

Coordinator

Classroom Teachers

Technology Teachers

TIMELINE

Monthly Lunch and Learns

Weekly common preps (September - June)

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> RESOURCES</p> <ul style="list-style-type: none"> Funds for Data Team through Title I Reduced class size through Contract for Excellence (C4E) allocations Inquiry Team funded through Title I Tax Levy funding for substitutes for Inquiry Team meetings on grade levels. Math coach/staff developers Consultants through Tax Levy Conferences/Curriculum Planning through Title I CFN Facilitators Monthly Meetings and Resource Room available <input type="checkbox"/>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <u>Interval of Periodic Review and Projected Gains</u> By the end of the following three intervals: November 2010, February 2011 and June 2011, there will be an increase of 1.5% as measured by the New York City Periodic Assessments for Grades 3-5 and unit tests for the Everyday Mathematics Curriculum (Grades K-5). Student achievement will increase by 4.5% for these assessments. <u>Instruments of Measure:</u></p> <ul style="list-style-type: none"> Documentation of professional development utilizing sign-in sheets Minutes from all Professional Development meetings as well as other meetings Evaluate technology use and effectiveness in the classroom through walkthroughs Coaches logs/programs Sample model lesson plans Teacher professional resources Visitation schedule CFN Professional Development Calendar Study Groups <input type="checkbox"/>

Subject Area
(where relevant) :

Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>5. By June 2011, 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.</p>
<p>Action Plan <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><input type="checkbox"/></p> <p>ACTIONS/STRATEGIES/ACTIVITIES</p> <p>Special education teachers</p> <p>Special education teachers and providers will receive continued training in writing Individualized Education Programs (IEPs) that specifically addresses SMART, short-term and long-term goals.</p> <p>Every classroom as well as all cluster teachers that have students with IEPs must have a copy of it and understand how to decipher/differentiate their lessons to meet their students’ needs. (<u>Implementation of the Chapter 408</u>)</p> <p>Teachers will attend professional development sessions to learn how to utilize assessment data to plan for instruction</p> <p>Provide Special Education teachers and providers with continued training in writing <u>Individualized Education Programs (IEPs)</u> that specifically addresses <u>annual goal writing using the S.M.A.R.T. (Specific, Measurable, Achievable, Relevant and Time Related) format</u></p> <p>Provide special education teachers <u>and providers</u> with continues training on <u>Standard Operating Procedures Manual (SOPM)</u></p> <p>Provide training to the Integrated Co-Teaching (ICT) Teachers (General Ed. and Special Ed. Teachers)</p> <p>TARGET POPULATION</p> <p>Students with disabilities from K-5 Identified at-risk students from K-5</p> <p>RESPONSIBLE STAFF</p> <p>Principals and Assistant Principals (3) Staff Developers/Coaches Program Coordinators CFN Support Services</p>

	<p>Special Education Teachers and Providers</p> <p>TIMELINE Starting September 2010 through June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>RESOURCES Tax Levy funds for professional development Title I funds for training of special education teachers Title III and Title I funds for After School Programs Assistant Principals funded under Tax Levy funds and C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>Frequency of Periodic Review</u></p> <ul style="list-style-type: none"> • By the end of November 2010, February 2011 and June 2011 <p><u>INDICATORS OF PROGRESS (Instruments of Measure)</u></p> <ul style="list-style-type: none"> • Benchmark Indicators: 2010 NYS Standardized Exams (3-5), 2010 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 progress reports of annual goals • End of Year: 2011 NYS Standardized Exams, 2011 NYSESLAT and ECLAS-2 as well as DIBELS <p><u>Projected Gains</u> 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 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<p><input type="checkbox"/> 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, Saturday Enrichment and Saturday Title III Program from 8:30 AM -12:30 PM with emphasis on reading in the content areas. Programs are pending availability of funds.</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 (from the Reading First Program). Based on data from DIBELS and TERRA NOVA.</p> <p>Harcourt Intervention (from the Reading First Program) 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>
Mathematics:	<p><input type="checkbox"/> 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> <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</p>

	Monday and Wednesday After School (Grades K - 2) from 3: 10 pm-5:10 pm, Saturday Enrichment and Saturday Title III Program from 8:30 AM -12:30 PM with emphasis on Mathematics. Programs are pending availability of funds.
Science:	<input type="checkbox"/> After School Program/Saturday Enrichment Program/Title III After School/Saturday Title III Program (Grades K - 5)/Early Risers: In preparation for the NYSA Science Test, support is provided to our fourth grade students in our after school program pending availability of funds.
Social Studies:	<input type="checkbox"/> In preparation for the NYS Social Studies test, academic assistance is offered to students four days a week during extended day, After School, Saturday Enrichment and Early Risers depending availability of funds.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Our guidance counselor works with small groups and/or individuals of identified at-risk students to improve self-esteem, peer relationships and peer mediation
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> For the 2010/2011 SY, our School Psychologist is providing services to At-Risk students.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> For the 2010/2011 SY, our Social Worker works with At-Risk students to promote the social-emotional development to enhance academic performance.
At-risk Health-related Services:	<input type="checkbox"/> For the 2010/2011 SY, we do not have any At-Risk Health -Related Services for students

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **NYCLES** by the manner 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.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

- The Bilingual Program is implemented in all grades. There is one (1) dual language class in Kindergarten, first and one in second 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.
- Direct English** as a Second Language (ESL) Program has ESL classes comprised of 2/3rd grade in grades Kindergarten 2009-10 and four ESL students are also served by an ESL Pull In/Pull Out teacher.
- The revised Title III budget is described in Section II below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding).
- We have made the minor revisions to our revised approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is the Spanish-English Self-Determined model.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding).
- The revised Title III budget is described in Section II below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

High Quality Instructional Title III Program

Section I: Student and School Information

The Title III Program consists of three classes (grade three, grade four, and grade five) made up of English Language Learners (ELLs). The groups are small; consisting of no more than eighteen students. Selection of the students involved a process of reviewing New York State English as a Second Language Achievement Test (NYSESLAT) data, ELA and math scores. The purpose of the program is to improve reading/ writing and math scores. The classes are held on Tuesdays and Thursdays from 3:10 p.m. to 5:10 p.m. On Tuesday, the main focus is on the literacy component; this includes vocabulary, writing, grammar and reading comprehension. On Thursday, the main focus is on math with an emphasis on problem solving.

LEP 448

Non-EP 926

The LEP Saturday Academy will begin in 2011 depending on funds. This program will serve selected ELL students from grades kindergarten through grade five. The groups will be small and the purpose of the program is to improve student English Language Proficiency.

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

Other Staff (Specify): Two school aids.

Second Language Instructional Program/ Professional Development Overview

Second language instruction is necessary for some classes. Development among a monolingual and ESL teacher. In this case, the monolingual teacher will teach the content area of science or social studies. The ESL teacher will also teach the content area of science or social studies.

Section II: Title III, Part A LEP Program Narrative

Language Instruction Program

The Title III program is designed to improve English Language Proficiency. The ESL teacher and monolingual teacher will meet early in the week, on common preparation periods, to plan the session.

In addition to preparing students for the New York State English as a Second Language Achievement Test (NYSESLAT), this program will also enhance English Language proficiency within the content areas of science and social studies. The content will be taught using a variety of instructional materials. In addition, teachers will supplement their lessons with pictures, graphic organizers and hands on activities.

Trips are part of the Saturday program. Visiting the Queens Hall of Science and Queens Museum reinforces the content areas of science and social studies that are emphasized in the program. These trips will allow our students, accompanied by their parents, to broaden their experiences and provide valuable learning opportunities.

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.

High Quality Professional Development

The Tuesday-Thursday Title III program had a staff professional development session before the program began. At this meeting teachers received pacing calendars for reading and math, lesson plan templates and instructional materials for classroom use. In addition to that initial meeting, there is a staff developer who works with the teachers in the Title III program. The Assistant Principal meets regularly with the teaching staff to ensure that the needs of the English Language Learners are being met.

The Saturday Program will also have a staff professional development session in which materials for the program will be given out with instructions as to how they are to be used. There is an ESL Coordinator who will work with the teachers in the program and the Assistant Principal will also meet regularly with the staff of the program.

Section III. Title III Budget

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 38,315.52	<input type="checkbox"/> Three certified ESL teachers (Grades 3, 4 and 5) X 4 hours a week X 24 weeks @ \$49.89 an hour = \$14,368.32 (Tuesday and Thursday After School) 10 certified ESL teachers (Grades 2 Kindergarten grades, 2 first grades, 2 second grades, 2 third grades, 1 fourth grade and 1 fifth grade) X 4 hours a week X 12 weeks @\$49.89 an hour = \$23,947.20 (Saturday Academy)
Purchased services - High quality staff and curriculum development contracts	\$0.00	<input type="checkbox"/> Non Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$19,364.48	<input type="checkbox"/> To purchase high interest reading materials in the areas of Social Studies and Science. The materials purchased, mainly from Benchmark Education and Rand McNally, are appropriate for grades Kindergarten through Grade Five. The materials, geared towards English Language Learners, cover various social studies topics including map skills, types of communities and comparing the present day with the past. Materials, geared toward English Language Learners, include science topics such as animal habitats, parts of plants and the weather.
Educational Software (Object Code 199)	\$0	<input type="checkbox"/> Not Applicable
Travel	\$ 1,000.00	<input type="checkbox"/> Trips to the Queens Hall of Science and Queens Museum reinforce the content areas of social studies and science that are emphasized in the program.
Other	Total: \$58,680 (Allocation Amount)	<input type="checkbox"/> This is the total amount for Professional Staff, Supplies/Materials and Travel.
TOTAL	0	

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 2010-11:	\$903,731	\$31,502	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,037		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,186.55	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$90,373.10	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

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—

§ 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 09/08/2010 and will be in effect for the period of 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2010 .

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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.

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 2010-2011.

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 pending availability of funds.
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 2010 and March 2011
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:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in their child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Parents will continue to participate in the various on-site and citywide workshops.
- 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

Section I: Schoolwide Program (SWP) Required Components

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 the pages 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.

- 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.

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/Saturday Programs and Saturday Enrichment Academy pending availability of funds.

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 are offered.
- Early Risers Program (Grades 3, 4 and 5)
- Singapore Mathematics (Grades 2, 3 and 4)
- 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 Common Core State Standards (C2S2).

3. Instruction by highly qualified staff.



- 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
- 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.
- 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 of the Needs Assessment and the pages for the 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title III	Local			N/A	\$58,680	True	Action Plan for ELLs on Page # 24-25 as well as Appendix 1 (AIS Summary Form) Part B on Pages 38-39
Title I, Part A (Basic)	Local			N/A	\$903,731	True	The After School and Saturday Enrichment Programs are described in Appendix 1 (AIS Summary Form) Part B on Pages 38-39

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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: 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:

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.)
15

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:

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_29Q095_110110-172758.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 209	District 29	School Number 095	School Name The Eastwood School
Principal Ms. Dolores M. Reid Barker		Assistant Principal Ms. Estelle Moore	
Coach Ms. Grace Tosado		Coach Ms. Carline Paul	
Teacher/Subject Area Ms. Maria Pastis/Test Coord.		Guidance Counselor Ms. Flor Martinez	
Teacher/Subject Area Mr. Steven Unter/ESL Coord.		Parent Debbie Manwah Hafeez	
Teacher/Subject Area Ms. Joyce Lopez Soler/ESL		Parent Coordinator Ms. Nasrin Shafi	
Related Service Provider Ms. M. Correa Jordan, ESL		Other Ms. Violetta Butler, ESL	
Network Leader Daniel Purus/Marlene Wilks		Other Mr. Jorge Silva, ESL	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	10	Number of Certified Bilingual Teachers	9	Number of Certified NLA/Foreign Language 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	1374	Total Number of ELLs	448	ELLs as Share of Total Student Population (%)	32.61%
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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.
3. 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].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.)
6. 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.

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 Achievement 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.

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 4th and 5th 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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- K 1 2 3 4 5
6 7 8 9 10 11 12

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>	1	1	1	0	0	0								3
Freestanding ESL														
Self-Contained	1	2	1		1									5
Push-In	5	5	5	5	5	5								30
Total	8	9	8	6	7	6	0	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	448	Newcomers (ELLs receiving service 0-3 years)	377	Special Education	15
SIFE	16	ELLs receiving service 4-6 years	56	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	105	3		19						124
Dual Language	25									25
ESL	247	13	12	37		3				284
Total	377	16	12	56	0	3	0	0	0	433

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	25	17	21	24	13								124
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	24	25	17	21	24	13	0	124						

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	5	2	13	3	5	17													23	22
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other	3	14		12		4													3	30
TOTAL	8	16	13	15	5	21	0	26	52											

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 22 Number of third language speakers:

Ethnic breakdown of EPs (Number):
 African-American: Asian: Hispanic/Latino: 22
 Native American: White (Non-Hispanic/Latino): Other: 30

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	32	13	13	27	10	8								103
Chinese														0
Russian														0
Bengali	32	42	24	17	12	20								147
Urdu	2	2	4	2	5	2								17
Arabic		1	3	3		1								8
Haitian		2	1	1	5	1								10
French														0
Korean														0
Punjabi	1	1												2
Polish														0
Albanian														0
Other	2	3		2	2	5								14
TOTAL	69	64	45	52	34	37	0	301						

Part IV: ELL Programming

A. 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.

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. 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.

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

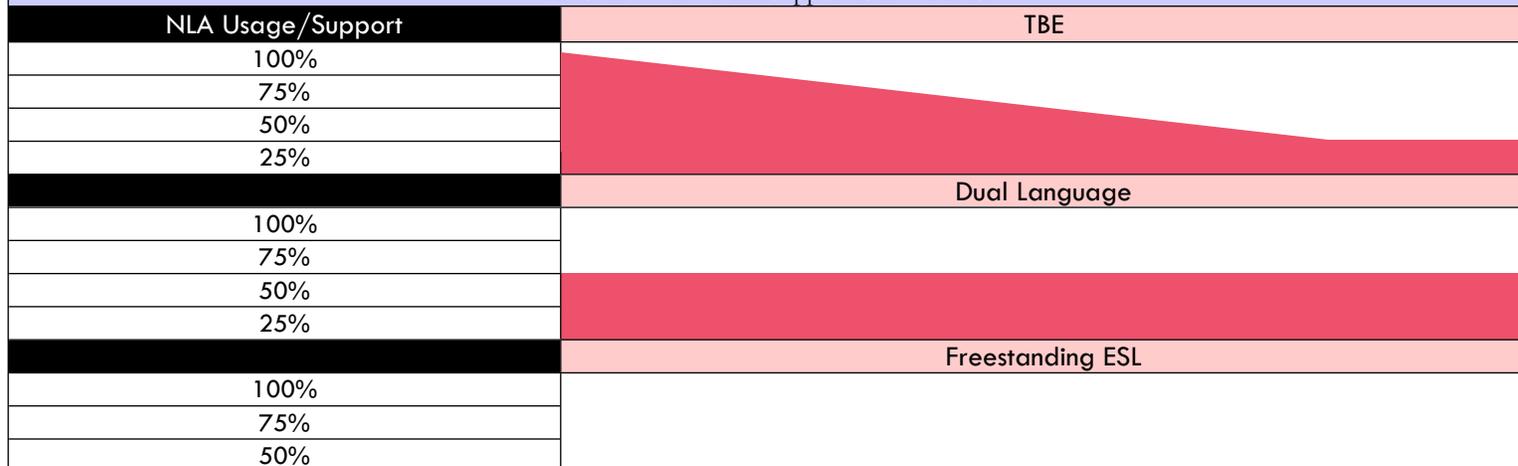
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. 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.
14. What language electives are offered to ELLs?

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.

There are teachers that provide Academic Intervention Services (AIS) to our ELL students. Selected bilingual classes have an AIS teacher that provides native language support to the students. In addition, all ELL students are mandated to attend our 37.5 minutes extended day program. An afterschool program is in place to run for two days per week for two hours each day. In addition, there will be a Saturday Program for English Language Learners that will run for four hours each session. The goal for these programs are to improve student achievement in reading, writing, listening and speaking. Technology is used in the classroom as a way to meet the needs of our ELLs. Students' vocabulary development is enhanced by identifying meaning through context and real life experiences. Listening Centers and teacher Read Alouds are used to expose students to oral language.

C. 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)?

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 4th and 5th 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.

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.

D. 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.

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.

E. 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?

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.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	41	31	14	20	11	9								126
Intermediate(I)	24	55	23	36	10	14								162
Advanced (A)	39	14	26	22	36	23								160
Total	104	100	63	78	57	46	0	0	0	0	0	0	0	448

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		9	6	4	1	4							
	I		21	6	6	0	0							
	A		35	34	17	15	16							
	P		27	17	44	34	24							
READING/ WRITING	B		25	15	15	4	6							
	I		49	22	35	10	15							
	A		10	15	21	36	22							
	P		8	11	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11	21	12	0	44
5	9	24	2	0	35
6					0
7					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6	5	12	11	11	5	0	0	50
5	4	5	23	4	6	0	0	0	42
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6	3	11	2	15	4	1	0	42
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	1	4	9	21				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

ASSESSMENT ANALYSIS:

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

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 March 2010 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 2, DIBELS, P.P.V.T and EL SOL .
- Attendance of our students
- Parent Involvement
- Staff Professional Development
- Adequate Yearly Progress for ELLS (AYP)

Additional Information

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

Regarding the students in Kindergarten, they will be taking the NYSESLAT in May 2011, therefore these students have no score for the Listening/Speaking and Reading/Writing modalities. The same applies for Grade 3 in ELA, Math and ELE. These students are incoming second graders and still have not been assessed with New York State Exams. The 5th grade this year are not required to take the New York Social Studies exam due to the fact that it has been cancelled.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		10/29/10
	Coach		10/29/10
	Guidance Counselor		10/29/10
	Network Leader		10/29/10
	Other <u>Assistant Principal</u>		10/29/10
	Other <u>Assistant Principal</u>		10/29/10
Violetta Butler	Other <u>ESL Teacher</u>		10/29/10
Maria Pastis	Other <u>Testing Coordinator</u>		10/29/10

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 095 Eastwood					
District:	29	DBN:	29Q095	School		342900010095

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.8	95.1	94.5
Kindergarten	191	217	228				
Grade 1	228	205	229	Student Stability - % of Enrollment:			
Grade 2	227	238	213	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	201	241	241		92.1	91.6	91.7
Grade 4	207	212	233				
Grade 5	225	224	212	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.0	88.5	88.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	50	139
Grade 12	0	0	0				
Ungraded	1	4	8	Recent Immigrants - Total Number:			
Total	1280	1341	1364	(As of October 31)	2007-08	2008-09	2009-10
					39	39	53

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	19	31	Principal Suspensions	1	1	13
# in Collaborative Team Teaching (CTT) Classes	41	41	42	Superintendent Suspensions	0	4	0
Number all others	43	49	58				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	142	138	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	16	23	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	238	264	TBD
# ELLs with IEPs	3	38	TBD
Number of Teachers	86	85	86
Number of Administrators and Other Professionals	14	15	10
Number of Educational Paraprofessionals	10	9	12

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.1	76.5	90.7
				% more than 5 years teaching anywhere	67.4	75.3	87.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	95.0	96.5
American Indian or Alaska Native	0.3	0.3	1.0	% core classes taught by "highly qualified" teachers	97.2	100.0	100.0
Black or African American	18.5	15.7	16.1				
Hispanic or Latino	37.0	35.3	35.2				
Asian or Native Hawaiian/Other Pacific	40.0	43.3	45.6				
White	4.1	5.0	1.8				
Male	49.2	50.2	50.3				
Female	50.8	49.8	49.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	52.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

SCHOOL DBN: 29Q095

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 2010-11:	\$903,731.00	\$31,502.00	\$ 935,233.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,037.00	\$315.00	\$9,352.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,187.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$90,373.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year :

98%

6. If the percentage of high quality teachers during 2009-2010 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.

* Federal waiver granted; additional set-a - sides for Title I ARRA are not required for these areas.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

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 — 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 09/08/2011 and will be in effect for the period of 2011-2012 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 3, 2011.

2. School-Parent Compact -

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.

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 2011-2012.

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 pending availability of funds.
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 2011 and March 2012
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:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in their child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Parents will continue to participate in the various on-site and citywide workshops.
- 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

Section I: Schoolwide Program (SWP) Required Components

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 the pages 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.
 - 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.

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

- 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/ Saturday Programs and Saturday Enrichment Academy pending availability of funds.
- 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.
- Meet the educational needs of historically underserved populations.
- Extended Day is offered.
- After School Programs are offered.
- Early Risers Program (Grades 3, 4 and 5)
- Singapore Mathematics (Grades 2, 3 and 4)
- Academic Intervention Services (AIS)
- Grade Level Inquiry Teams
- Differentiated Instruction
- 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.
- 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 Common Core State Standards (C2S2).

3. Instruction by highly qualified staff.

- 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
- 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.
- 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 of the Needs Assessment and the pages for the 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP) Explanation/Background:

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

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

school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	√		N/A	\$759,134.00	√	Pages 38-50
Title I, Part A (ARRA)	Federal	√		N/A	\$31,187.00	√	Pages 38-50
Title II, Part A	Federal	√		N/A	\$745,295.00	√	Pages 38-50
Title III, Part A	Federal	√		N/A	\$64,140.00	√	Action Plan for ELLs on Pages # 24-25 as well as Pages 32-35
Title IV	Federal			N/A			
IDEA	Federal			N/A			
Tax Levy	Local	√			\$5,931,270.00	√	Pages 29-31

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is

also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

