



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE EASTWOOD SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER):** 29Q095

**PRINCIPAL:** MS. KIM HILL

**EMAIL:** [KHILL@SCHOOLS.NYC.GOV](mailto:KHILL@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MR. LENON MURRAY

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Kim Hill	*Principal or Designee	
Dale Cohen	*UFT Chapter Leader or Designee	
Rashma Somwaru Jallal	*PA/PTA President or Designated Co-President	
Maritza Rodriguez	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Rajwantie Madho	Member/ Parent	
Kryisia Bibro	Member/Teacher	
Jennifer Cooper	Member/Teacher	
Maria Pastis	Member/Teacher	
Ryan Ramsahai	Member/Teacher	
Mohammed M. Khan	Member/Parent	
Patricia Ramnandan	Member/Parent	
Shadhida Begum	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## **ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

1. By June 2012, students in grades 3– 5 will show an overall 3% growth in English Language Arts (ELA) performance as measured by a NYCDOE Predictive assessment.

### **Comprehensive needs assessment**

Based on our 2010 – 2011 New York State ELA Exam, we noticed that there was a slight decline in our Level 4's and an increase in our Level 1 and 2 students.

### **Instructional strategies/activities**

#### **a) Strategies/activities that encompass the needs of identified student subgroups:**

- Schedule common prep, lunch and learns, grade wide inquiry teams, grade conferences, faculty conferences, UFT Center & Resource Room and study groups
- Work with Data Specialist/CFN support to increase teacher capacity to track trends for individual and groups of students at the classroom and team level in order to deepen staff awareness and understanding of data trends
- Teachers will use data trends to set goals for targeted student groups
- Support teachers in the use of technology to access data from periodic assessments, Acuity, ARIS, M-Class Home, Promethean Board, Reading Tracker and DIBELS NEXT
- Collaborate with Children's First Network (CFN) to differentiate professional development based on data, student work and formative observations for each teacher using selected components of a research-based rubric to provide meaningful feedback.
- America's Choice Staff Developer and Reading First Coaches model lessons in Reading and Writing Workshop
- Scheduled outside PD for selected teachers to turnkey to colleagues

#### **b) Staff and other resources used to implement these strategies/activities:**

- Children's First Network (CFN 208) Support
- Principal and Assistant Principals (3)
- Literacy Staff Developers and Coaches
- Data Specialists
- ELA Cluster Teachers
- Classroom Teachers

- AIS Providers

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Inquiry Team's focus is on writing using Common Core Learning Standards (CCLS) across all curriculum areas..
- Grade Level Inquiry Teams (K-5) across the school
- The effectiveness of these actions will be evaluated and established periodically throughout the school year in order to establish trends towards the achievement of the goal.
- Data will be used to inform the revision/modification of actions and strategies to achieve this goal.

d) Timeline for implementation: September 2011-June 2012

### **Strategies to increase parental involvement**

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:

- 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 – Common Core Learning 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.
  - the use of ARIS for Parents
- 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.
- 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 scheduling convenient times for PTA meetings, School Leadership Team meetings, and School Based Committee meetings (when applicable).
- 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/ Writing, Reading First and Everyday Mathematics.
- 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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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.

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 School Wide 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 Central and Network training.
- Utilize seminars and workshops by literacy and mathematics organizations.
- Facilitate collaboration among teachers for the purpose of planning instruction and sharing best practices.

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.
- Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who works with our school to ensure that every teacher assignment aligns with their license areas so that all teachers are reported as Highly Qualified on the BEDS survey.

### **· Service and Program Coordination**

In order to provide ELLs, SWDs and at risk students with additional instructional and student support programs, so that our students have greater access to CCLS and our parents have a cleared understanding of the ways in which they can help support the achievement of this goal we have supplemented programs as indicated below.

\* 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.

\* Fifteen to eighteen students are provided with small group instruction twice a week on Tuesdays and Thursday in After School and Title III After School (Grades 3 - 5) 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.

\*Eight to ten students from different classes in grades K-3 receive small group instruction twice a week on Tuesdays and Thursday 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 NEXT.

\*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 NEXT assessments to drive instruction. Small group instruction is used during Extended Day as well as After-School Programs.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

#### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation allows our school to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

### **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #2**

2. By June 2012, our English Language Learners will grow academically by 3% on the New York State English as a Second Language Achievement Test (NYSESLAT).

#### **Comprehensive needs assessment**

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. This action plan will serve selected ELL students from grades kindergarten through grade five. The purpose of the plan is to improve student English Language Proficiency as measured by the NYSESLAT. The focus will be on improving English Language Proficiency in the areas of reading, writing, listening and speaking.

## **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups,
- A Title III Program will consist 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 skills. The classes are held on Tuesdays and Wednesday 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 Wednesday, the main focus is on math with an emphasis on acquisition of mathematical academic language to support problem solving.
  - An ELL Saturday Academy be designed to 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 as measured by the NYSESLAT. The classes will be held on Saturdays for four hours. The focus will be on improving English Language Proficiency in the areas of reading, writing, listening and speaking. The classes will be taught by HQT teachers certified in Teaching English as a Second Language. The ESL teacher will also teach the content area of science or social studies with a special emphasis on improving English Language Proficiency.
  - The ESL teacher and monolingual teacher will meet during 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 action plan is designed to 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.
  - The English as a Second Language Department will provide professional development to classroom teachers in ESL methodologies.
  - ESL teams will collaborate with classroom teachers to ensure continuity of instruction using ESL methodologies as they work with small groups.
  - ESL teachers will work with students to improve listening, speaking, reading and writing skills in English in small groups.
  - ELLs will utilize The Learning Village and Achieve 3000 for differentiated learning
- b) staff and other resources used to implement these strategies/activities: ESL Teachers, Monolingual teachers, Supervisor of ELLs, Principal
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
- Inquiry Team focus is on ELLs performance in the areas of Reading, Writing, Listening and Speaking across all content areas.
  - The effectiveness of these actions will be evaluated at established periodically throughout the school year in order to establish trends

towards the achievement of the goal.

- Data will be used to inform the revision/modification of actions and strategies to achieve this goal.

d) timeline for implementation: Late Fall 2011 – June 2012

### **Strategies to increase parental involvement**

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
  - NYSED Assessments in ELA and Mathematics and NYSESLAT
  - NYSED State's ESL standards and CCLS
  - The school will actively recruit ESL students to attend Title III After School (Grades 3-5) and Saturday Enrichment Programs as well as extended day and carefully monitor attendance.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Instruction by highly qualified staff.

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

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 ESL and ELA methodologies for use by all curriculum area teachers.
- Utilize key teachers/facilitators, coaches and staff developers to turnkey network training.
- Utilize seminars and workshops by literacy and mathematics organizations.
- Facilitate collaboration among teachers for the purpose of planning instruction and sharing promising practices.

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

- Implement an interview process that ensures the selection of state and city HQ certified teachers
- Continue to collaborate with universities by welcoming student teachers and student observers.

- Encourage paraprofessionals to complete requirements for teaching licenses.

Our school carefully monitors the effectiveness of these ELL programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB/Title III are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all ELL students are provided with services to expedite their progress towards meeting this annual goal and NYSED assessments.

### **Service and program coordination**

In order to provide ELLs and former ELLs with additional instructional and student support programs, so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this goal we have supplemented programs as indicated below:

- The Bilingual Program is implemented in all grades. There is one (1) dual language class in Kindergarten, first, second and one in third grade. There is one bilingual class in every grade: K-5. There is a Bilingual/Dual Language/ ESL coordinator for all of grades K-5.
- Our English as a Second Language (ESL) Program has ESL classes has self-contained classes. ELL students are also served by an ESL Push-In/Pull-Out teacher.
- All students who need ESL instruction are serviced by licensed ESL teachers. English as a Second Language instruction meets the city and state standards. A significant aid for the ELLs includes the Learning Village Program and Achieve 3000 Program for selected class. The Spanish Reading Strategies in the bilingual programs utilize the Spanish Harcourt materials in grades K-3.
- The students in the bilingual program receive balanced literacy in a 60-40 model which includes 60% English and 40% Spanish Language instruction. The Dual Language presently is a fifty-fifty Spanish-English self-contained model.
- Newly enrolled LEP students are incorporated into various programs designed to improve their proficiency in English such as extended day, after school, Saturday Title III programs depending on funds.

Our school carefully monitors the effectiveness of these ELL programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all ELL eligible students are provided with services to expedite their progress towards meeting this annual goal and state assessments.

### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation allows our school to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title III funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session for ELL programs
- Professional instructional materials to support the ESL curriculum development during the regular school day.

- Consumable ELL instructional materials for use during extended day programs.
- Teacher per session for after school and Saturday Academy and differentiated professional development.

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

By June 2012, 100% of our teachers will receive monthly professional development targeted to student performance progress as evidenced by teacher attendance sheets.

**Comprehensive needs assessment**

- **Based on teacher feedback from the School Survey and student data it was determined that there is a need for monthly professional development that targets student progress.**

**Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups:
  - Schedule common preps, lunch and learns, grade wide Inquiry Teams, additional planning time, Chancellor’s Day Professional Development and study groups
  - Work with Data Specialists to further deepen our School Wide Inquiry Team and Instructional Team’s understanding of data
  - Support teachers in using technology to access data from NYS Exams on ARIS and NYC (ITAs/Predictives) Periodic Assessments from Acuity as well as DIBELS NEXT and ECLAS-2 from MCLASS Homepage.
  - Collaborate with Children's First Network (CFN) staff to further enhance our professional development
  - Principals, Assistant Principals, Mentors, facilitators, coaches, coordinators, staff developers, lead teachers, consultants, inter-visitations, classroom teachers and cluster teachers
  - Grade conferences, Faculty Conferences and Lunch & Learns
  - Curriculum and Instructional Planning: Scheduled outside Professional Development for teachers who will turnkey and other resources used to implement these strategies/activities
- b) staff and other resources used to implement these strategies/activities: Central, Network, Principal, Assistant Principals, Staff Developers, Coaches, Teachers (Classroom, Technology...)
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
  - Staff sign up sheets for the professional development areas of interest
  - Teacher teams share grade specific needs and give feedback on areas of interest
  - Teachers complete evaluation surveys after a professional development session.

d) **Indicators/Instruments of Measure:**

- 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
- e) timeline for implementation: Late Fall 2011 – June 2012

**Strategies to increase parental involvement**

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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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.

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.

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.

### **Service and program coordination**

- In order to provide all of our teachers professional development and ongoing support, so that they share in the vision and mission of the school to further develop themselves and increase student progress and performance. Professional development will consist of the following:
- CCLS alignment throughout the grade and curriculum areas
- Significant aids for our teachers include the Learning Village Program, Achieve 3000 for selected classes, Promethean Boards, and individual

student Apple Mac Books

- Analyzing specific student data on ARIS (Attendance, ELA, Mathematics, Science, Periodic Assessments), Acuity, Reading Tracker and M-Class Home (DIBELS Next and E-CLAS-2)
- Lunch and Learns, Grade Level Planning Meetings, Faculty Conferences, Grade Conferences, Planned Professional Development Meetings, External Professional Development Meetings (teachers turn – key)
- Chancellors Instructional Initiatives for the 2011-2012 School Year
- Staff developers / coaches modeling lessons for classroom teachers

Our school carefully monitors the effectiveness of these professional development sessions through teacher and student achievement. Classroom walkthroughs and teacher feedback will also assist in determining if we are meeting this annual goal.

### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation allows our school to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, C4E funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Assistant Principals funded through Tax Levy, Title I
- Literacy coaches/America's Choice Staff Developer funded through Title I, C4E
- Consultants from RSSC and DOE funded through Title I
- Conferences/Tax Levy
- Teachers Release Time funded through Title I
- Substitutes (coverage of teachers) funded through Tax Levy

Inquiry Team funded through Title I

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

By June 2012, students in grades K – 5 will show a 3% growth in Mathematics as measured by Everyday Mathematics Mid-Year and End-Of-Year Assessment (Grades K-5).

### **Comprehensive needs assessment**

Analysis of student work for Mathematics using specific protocols to support an in depth alignment to the Common Core Learning Standards (CCLS) for Mathematics led our inquiry team to determine that there is a need for academic growth in mathematics.

### **Instructional strategies/activities**

a) strategies/activities that encompass the needs of identified student subgroups:

- Various programs will be offered such as Tuesday/Thursday After School (Grades 3, 4 and 5), Tuesday/Thursday After School (Grades K, 1 and 2), Saturday 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 K-5) to improve overall academic performance in Mathematics pending availability of funds. Teachers will use portfolios, students' work, small group and differentiated instruction to monitor progress and support sub-groups.
- Analysis of student work for Mathematics using specific protocols will be utilized during Grade Level/School Wide Inquiry Teams with in depth alignment to the Common Core Learning Standards (CCLS) for Mathematics.
- School-wide and Grade Level Inquiry Teams
- Scheduled and Voluntary Grade Conferences during common preparation periods
- Ongoing support and workshops from Data Specialist and Technology Teacher for data analysis
- Professional Development and collaboration with Children First Network (CFN) Network Specialists
- UFT Teacher Center – Math Coach
  - One-on-one coaching
  - In-class room support and coaching
  - Demonstration Lessons
  - Co teaching
  - Classroom Learning Labs
  - Study Groups and work sessions.
  - On-site access to content specialists and field staff
  - SETSS Teacher – (AIS) using Singapore Mathematics.

- b) staff and other resources used to implement these strategies/activities: Children’s First Network Support, Principal, Assistant Principals, UFT Teacher Center Mathematics Coach, Math Cluster, Data Specialist, Classroom Teachers
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Grade Level and School Level Planning Sessions

The effectiveness of these actions will be evaluated and established periodically throughout the school year in order to establish trends towards the achievement of the goal.

Data will be used to inform the revision / modification of actions and strategies to achieve this goal.

- d) timeline for implementation: Late Fall 2011 – June 2012

**Strategies to increase parental involvement**

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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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.

. 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.

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.

### **Service and program coordination**

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.

Singapore Mathematics is a collaboration of the United Federation of Teachers Teacher Center (UFTTC) and "The New York Comprehensive Center" - small groups of 5 students in grades K-5 are taught by our Teacher Center Staff Developer and Special Education Teacher Support Services (SETSS) 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.

Fifteen to eighteen students are provided with small group instruction twice a week on Tuesdays and Thursday in After School and Title III After School (Grades 3 - 5) 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.

**Budget and resources alignment**

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.

UFT Teacher Center Math Coach and Resource Room

Consultants through Tax Levy

Conferences/Curriculum Planning through Title I

CFN Facilitators

- Professional Development Institutes for Teacher Center Partner Schools

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

By June 2012, students with disabilities in Grades K-5 will show a growth of 3% as measured by DIBELS NEXT in grades K-3 and New York City Predictive Assessments in grades 3-5.

### **Comprehensive needs assessment**

**Based on our 2010-2011 NYS ELA, we noticed that our Students with Disabilities declined in their Annual Yearly Progress (AYP).**

### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups:
- Teachers will continue to use students Individualized Educational Plan (IEPs) in order to plan and differentiate instruction to meet the needs of their students.
  - Special education teachers and providers will receive continued training in writing Individualized Education Programs (IEPs) and Special Education Students Information System (SEIS) that specifically addresses SMART, annual goals.
  - Every classroom as well as all cluster teachers that have students with IEPs must have a hard copy/access to it and understand how to decipher/differentiate their lessons to meet their students' needs.
  - Implementation of the Chapter 408
  - Teachers will attend professional development sessions to learn how to utilize assessment data to plan for instruction.
  - Provide Special Education teachers and providers with continued training in writing Individualized Education Programs (IEPs) that specifically addresses annual goal writing using the S.M.A.R.T. (Specific, Measurable, Achievable, Relevant and Time Related) format
  - Provide training on the Integrated Co-Teaching Models to the General Education Teachers in the Integrated Co-Teaching (ICT) classes, all Special Education Teachers, Service Providers and all paraprofessionals.
  - Weekly visits as well as professional development from Special Education School Improvement Specialists from CFN 208
  - Training done during Lunch and Learns, Faculty Conferences, Chancellor's Day Professional Development and weekly meetings
- b) staff and other resources used to implement these strategies/activities: CFN 208 Support, Principal, Assistant Principal, IEP/ Crisis Intervention Teacher, Special Education Teacher Support Services (SETSS), Speech Teachers, Occupational Therapists, Physical Therapists, Social Worker, Psychologists, Guidance Counselor, Classroom Teachers, Paraprofessionals
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities:

Grade Level Inquiry Teams

School Wide Inquiry Teams

The effectiveness of these actions will be evaluated periodically throughout the school year in order to establish trends towards the achievement of this goal.

Data will be used to inform the revision/modification of actions and strategies to achieve this goal

d) timeline for implementation: Late Fall 2011 – June 2012

### **Strategies to increase parental involvement**

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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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.

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 central and network training.
- Utilize seminars and workshops by literacy and mathematics organizations.
- Facilitate collaboration among teachers for the purpose of planning instruction and sharing best practices.

. 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.

### **Service and program coordination**

We have a growing population of special education needs students. We offer extended day, after school programs as well as early riser programs. Academic Intervention Services are also provided.

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	14	14	N/A	N/A	10	N/A	N/A	
<b>1</b>	22	22	N/A	N/A	15	N/A	N/A	
<b>2</b>	26	26	N/A	N/A	15	N/A	N/A	
<b>3</b>	31	31	N/A	N/A	10	N/A	N/A	
<b>4</b>	27	27			10	N/A	N/A	
<b>5</b>	17	17			15	N/A	N/A	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>37 1/2 Minutes/Extended Day session services all Level 1 and Level 2 students who are mandated or voluntary. These sessions are scheduled from Monday-Thursday where teachers work on skills based on students' data.</p> <p>Fifteen to eighteen students are provided with small group instruction twice a week on Tuesdays and Thursday in After School and Title III After School (Grades 3 - 5) 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 Thursday 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 NEXT.</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 NEXT assessments to drive instruction. Small group instruction is used during Extended Day as well as After-School Programs.</p>
<b>Mathematics</b>	<p>37 1/2 Minutes/Extended Day from 2:25-3:02 1/2 pm services all Levels 1 and 2 students. These sessions are scheduled from Monday-Thursday where teachers work on skills based on students' needs and data.</p> <p>Singapore Mathematics is a collaboration of the United Federation of Teachers Teacher Center (UFTTC) and “The New York Comprehensive Center” - small groups of 5 students in grades K-5 are taught by our Teacher Center Staff Developer and Special Education Teacher Support Services (SETSS) during the course of the school day. This is a math intervention program with a strong</p>

	<p>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 Thursday in After School and Title III After School (Grades 3 - 5) 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.</p>
<b>Science</b>	<p>Harcourt Science is taught throughout the day in Grades K-5. After School Program/Saturday Enrichment Program/Title III After School/Saturday Title III Program (Grades K - 5)/Early Risers: In preparation for the NYS Science Test, support is provided to our fourth grade students in our after school program pending availability of funds</p>
<b>Social Studies</b>	<p>Harcourt Social Studies is taught throughout the day in Grades K-5;</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Our guidance counselor works with small groups and/or individuals of identified at-risk students to improve self-esteem, peer relationships and peer mediation</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>N/A</p>
<b>At-risk Services provided by the Social Worker</b>	<p>N/A</p>
<b>At-risk Health-related Services</b>	<p>N/A</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**29Q095 PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***29Q095 SCHOOL-PARENT COMPACT***

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

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

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

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

*Support home-school relationships and improve communication by:*

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**RESENT FEB 6 2012**  
**School DBN: 29Q095**

**School Name:** The Eastwood School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1    Improvement Year 2    Corrective Action Year 1    Corrective Action Year 2  
 Restructuring Year 1    Restructuring Year 2    Restructuring Advanced

**Category:**      Basic                              Focused      Comprehensive

**Intervention:**    School Quality Review (SQR)                              External School Curriculum Audit (ESCA)  
                          Joint Intervention Team visit (JIT)                              Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

We will have our first School Quality Review (SQR) in February 2012 due to our three-year decline in student performance and progress. As well as our subgroups: Students with Disabilities and Limited English Proficient that did not make our Adequate Yearly Progress (AYP) in Mathematics. Students with Disabilities did not make our AYP in English Language Arts (ELA).

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

PS 95Q has many focused intervention implemented to support achievement. We offer extended day, Tuesday/Thursday After School (Grades 3 – 5), Inquiry Team students, Academic Intervention Services (AIS), and small group instruction (differentiated instruction). We will implement Early Riser and Saturday SES Program. The Data Inquiry Team will meet after school (26 days) to analyze student data from our subgroups: Students with Disabilities and Limited English Proficiency (Grades 3 – 5). The Data Inquiry Team Members will infuse educational structured services and implement small group instruction (differentiated instruction) during the Literacy and Mathematics Blocks.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

This allocation will be utilized for professional development activities and learning experiences that will improve teacher quality. We have Literacy and Mathematics Coaches, Staff Developers and Coordinators to work with teachers throughout the day. We provide staff development for After School and Saturday Programs as well as study groups and Data Inquiry Teams. We will utilize educational support material from Pearson and Continental Press. We will purchase Achieve 3000 and Destination Math.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups:
- Schedule common preps, lunch and learns, grade wide Inquiry Teams, additional planning time, Chancellor's Day Professional Development and study groups
  - Work with Data Specialists to further deepen our School Wide Inquiry Team and Instructional Team's understanding of data
  - Support teachers in using technology to access data from NYS Exams on ARIS and NYC (ITAs/Predictives) Periodic Assessments from Acuity as well as DIBELS NEXT and ECLAS-2 from MCLASS Homepage.
  - Collaborate with Children's First Network (CFN) staff to further enhance our professional development
  - Principals, Assistant Principals, Mentors, facilitators, coaches, coordinators, staff developers, lead teachers, consultants, inter-visitations, classroom teachers and cluster teachers
  - Grade conferences, Faculty Conferences and Lunch & Learns
  - Curriculum and Instructional Planning: Scheduled outside Professional Development for teachers who will turnkey and other resources used to implement these strategies/activities
- b) staff and other resources used to implement these strategies/activities: Central, Network, Principal, Assistant Principals, Staff Developers, Coaches, Teachers (Classroom, Technology...)
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:  
Staff sign up sheets for the professional development areas of interest  
Teacher teams share grade specific needs and give feedback on areas of interest  
Teachers complete evaluation surveys after a professional development session.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

PS 95Q will notify our families (parents/guardians) by sending out the Chancellor's letters in both English and Spanish informing them about the areas of improvement. In addition, the school will invite the parents to an awareness meeting on Saturday, December 10, 2011 and share the information. Their questions will be answered and suggestions will be offered for the different services that will be provided to their children. Our parents/guardians will become partners in our mission to improve our school.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>095</b>
School Name <b>The Eastwood School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Kim Hill</b>	Assistant Principal <b>Estelle Moore</b>
Coach <b>Grace Tosado</b>	Coach <b>Carline Paul</b>
ESL Teacher <b>Steven Unter</b>	Guidance Counselor <b>Flor Martinez</b>
Teacher/Subject Area <b>Joyce Lopez Soler/ ESL</b>	Parent <b>Patricia Ramnandan</b>
Teacher/Subject Area <b>Montserrat Correa Jordan/ESL</b>	Parent Coordinator <b>Nasrin Shafi</b>
Related Service Provider <b>Martha Lemos</b>	Other <b>Maria Pastis/ Data Specialist</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. 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	<b>13</b>	Number of certified bilingual teachers	<b>11</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>1425</b>	Total Number of ELLs	<b>385</b>	ELLs as share of total student population (%)	<b>27.02%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
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, or an ESL teacher, will review the HLIS form with the parent. Based on this HLIS form and the interview with the parent, the ESL Coordinator or the ESL teacher will administer the Language Assessment Battery/Revised (Lab -R) if necessary. The Lab R is usually administered at the time of registration but no later than the mandated ten day period to each new admit. If the child is eligible for ELL services, 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 where the program choices (Freestanding ESL, Transitional Bilingual Program and Dual Language ) are fully explained. Parents are informed of the New York State English as a Second Language Assessment Test (NYSESLAT) exam which is administered to their child in order to assess student's progress in English and to determine whether students will still need services for the following school year.

Upon registration, parents of potential Ells are explained in detail the three program choices available to them. The parents of newly admitted Ells are invited to Parent Orientations which occur every month at P.S. 95Q. The Parent Orientations are offered in the morning, afternoon and evening in order to accommodate working parents.

The Entitlement letters that are sent out to parents are photocopied and kept on file. Careful records are kept so that the ESL department will know which forms have been returned. 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.

At registration, school staff acting as translators are available to assist the ESL/ Bilingual Coordinator. Parents are fully explained the program choices available to ELL students in their native language if it is requested. Parents make informed decisions as to which ELL Program Choice they choose.

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

Program models offered at P.S. 95Q are aligned with parent requests. Our school offers bilingual classes in grades Kindergarten through grade five. Freestanding ESL is offered in grades Kindergarten through grade five. Additionally, we offer Dual Language classes in grades Kindergarten through grade three.

## 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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No	If yes, indicate language(s): Spanish
Dual language program	Yes*	No	If yes, indicate language(s): Spanish

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
<b>Dual Language</b> (50%:50%)	1	1	1	1	0	0								4
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	2	1	0	2	0								7
<b>Push-In</b>	5	1	2	3	2	2								15
<b>Total</b>	9	5	5	5	5	3	0	0	0	0	0	0	0	32

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	385	Newcomers (ELLs receiving service 0-3 years)	310	Special Education	24
SIFE	11	ELLs receiving service 4-6 years	75	Long-Term (completed 6 years)	5

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. [i](#)

	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	87	4	0	20	0	0	1	0	0	108
Dual Language	20	0	0	0	0	0	0	0	0	20
ESL	199	7	17	58	0	15	0	0	0	257
<b>Total</b>	<b>306</b>	<b>11</b>	<b>17</b>	<b>78</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>385</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	25	16	15	16	18								108
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>18</b>	<b>25</b>	<b>16</b>	<b>15</b>	<b>16</b>	<b>18</b>	<b>0</b>	<b>108</b>						

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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish		12	3	12	11	13	3	19											17	56
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other	1	11	2	14	0	5		3											3	33
<b>TOTAL</b>	<b>1</b>	<b>23</b>	<b>5</b>	<b>26</b>	<b>11</b>	<b>18</b>	<b>3</b>	<b>22</b>	<b>0</b>	<b>20</b>	<b>89</b>									

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 56      Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 2      Asian:          Hispanic/Latino: 56  
 Native American:          White (Non-Hispanic/Latino): 1      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	22	24	9	12	28	11								<b>106</b>
Chinese														<b>0</b>
Russian														<b>0</b>
Bengali	29	13	22	21	9	8								<b>102</b>
Urdu	1	3	2	3	1	4								<b>14</b>
Arabic	1	1	3	3	4	1								<b>13</b>
Haitian			2	2	2	2								<b>8</b>
French						1								<b>1</b>
Korean														<b>0</b>
Punjabi		2												<b>2</b>
Polish														<b>0</b>
Albanian														<b>0</b>
Other	3		2		3	3								<b>11</b>
<b>TOTAL</b>	<b>56</b>	<b>43</b>	<b>40</b>	<b>41</b>	<b>47</b>	<b>30</b>	<b>0</b>	<b>257</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Organizational models include push-in, pull-out and self contained ELL classes. Our classes are heterogeneous; classes consist of students with mixed proficiency levels.

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 school evaluates ELLs in their native language. EL Sol is an assessment used with Spanish speaking students in grades K-3. Students are tested in the fall and spring so that student growth can be compared. The ELE is given to our native Spanish language students in grades 3-5. It is an assessment of reading in the Spanish language.

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.

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.

## A. Programming and Scheduling Information

For our ELLs receiving services for 4-6 years, differentiated instruction is provided in order to meet their individual learning styles. We also encourage our ELLs to attend our Title III Saturday, Early Riser, Title III Literacy / Mathematics and Title III Summer Programs which embody the various modalities of language acquisition such as reading, writing, listening, and speaking. Our potential long term ELLs 4-6 years also receive ESL services by a licensed English as a Second Language Teacher. In addition, all of our ELLs participate in our extended day program. Progress of potential long term ELLs are monitored on an ongoing basis by utilizing scores from exams such as the ELL Periodic, NYSESLAT, NYS Assessment, Predictives, Portfolios, as well as teacher made tests. Classroom teachers consistently plan with ESL Providers in order to maximize and target instruction. Field trips are encouraged in order for our ELLs to gain real life experiences and bring the curriculum to life.

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

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	spanish			
Social Studies:	spanish			
Math:	spanish			
Science:	spanish			

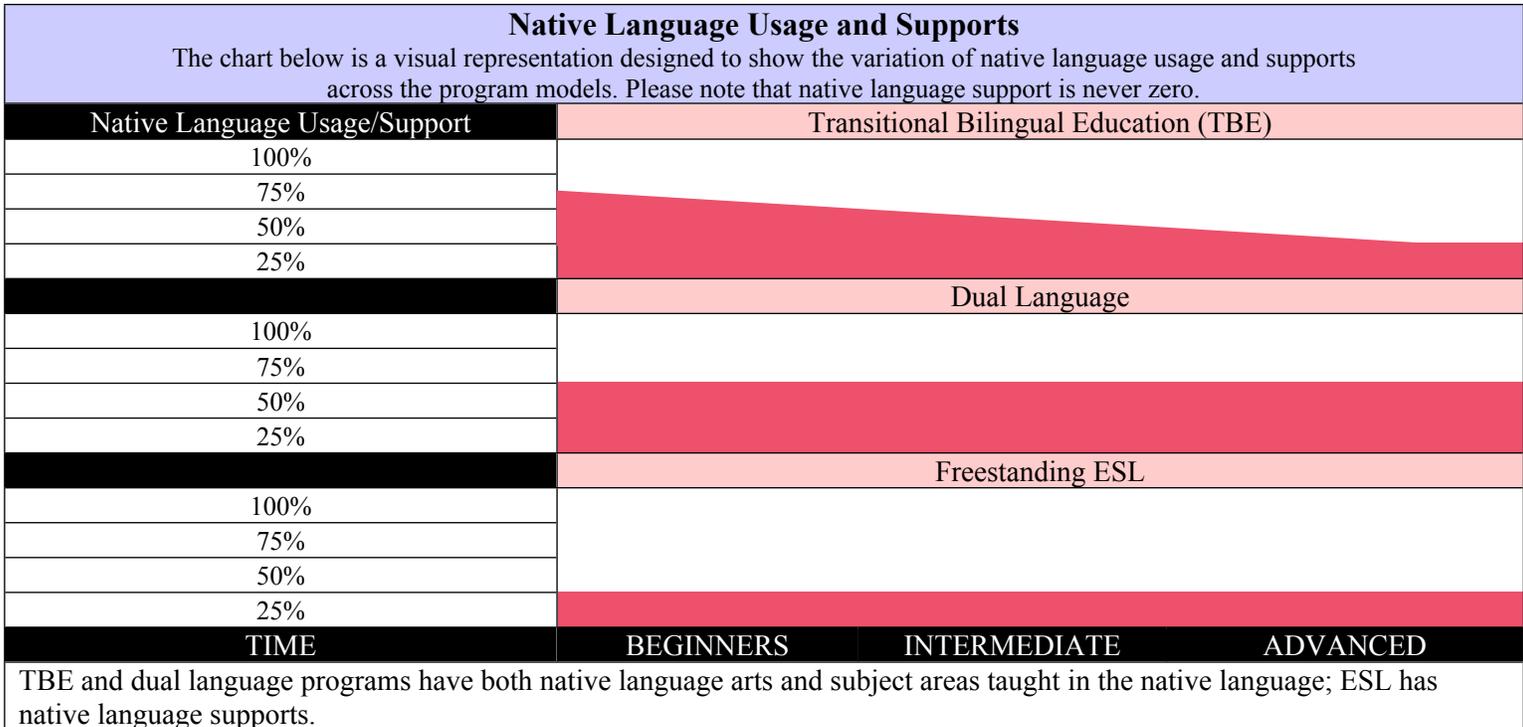
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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
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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
<b>FOR TBE/DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

ELL students in our building, grades K-3, use the research based Reading First program. The Reading First program consists of a daily 90 minute block and features a strong English Language Learner component. The ELL component features lessons to be used in addition to the mainstream English classroom. The kit is designed to help ELLS with reading, writing, listening and speaking. These lessons, aligned to the Common Core Learning Standards, reinforce vocabulary and practice fluency, various focus skills, writing and grammar. Students in grades four and five use the research based America's Choice program. This program also has a strong ELL component. In mathematics, our school uses the Everyday Math program. It is a hands-on program that uses manipulatives to teach various concepts. Our title III afterschool and Saturday Program work with ELL students in the areas of math and ELA. In addition all ELLs are mandated to attend our extended day program, Monday through Thursday, where extra help is given in math and reading.

We give transitional support for our ELLs reaching proficiency on the NYSESLAT. On state tests we give the allowable testing accommodation of extended time to our ELLS that have passed the NYSESLAT within the past 2 years.

## B. Programming and Scheduling Information--Continued

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

ELL students in our building, grades K-3, use the research based Reading First program. The Reading First program consists of a daily 90 minute block and features a strong English Language Learner component. The ELL component features lessons to be used in addition to the mainstream English classroom. The kit is designed to help ELLs with reading, writing, listening and speaking. These lessons, aligned to the Common Core Learning Standards, reinforce vocabulary and practice fluency, various focus skills, writing and grammar. Students in grades four and five use the research based America's Choice program. This program also has a strong ELL component. In mathematics, our school uses the Everyday Math program. It is a hands-on program that uses manipulatives to teach various concepts. Our title III afterschool and Saturday Program work with ELL students in the areas of math and ELA. In addition all ELLs are mandated to attend our extended day program, Monday through Thursday, where extra help is given in math and reading.

We give transitional support for our ELLs reaching proficiency on the NYSESLAT. On state tests we give the allowable testing accommodation of extended time to our ELLs that have passed the NYSESLAT within the past 2 years.

We have offered a summer program based on a grant from the New York City Office of English Language Learners. We have served students in grades Kindergarten through grade four for the past two years. We hope that we will continue to have this grant and provide our ELL students with a very valuable summer experience.

Our school offers a Title III afterschool, Saturday Program and Summer Program exclusively for ELL students. In addition our school offers the Early Riser Program, Boy Scouts, Girl Scouts, which all students, including ELLs, participate.

Technology is used in the classroom as a way to meet the needs of our ELLs. Our classrooms use Promethean Boards which enhances teacher lessons with visuals. Many classrooms have computers in them and all classrooms have access to laptops. With this in place, our ELLs can use the research based program Achieve 3000. Our classrooms also have listening centers which allow the ELL student to hear oral language in proper English. Our Title III programs enable the use of supplemental materials ordered from Benchmark Education and National Geographic that teach reading focus skills such as main idea, sequence of events, and details. We also use NYSESLAT review books.

In our Transitional Bilingual Program (TBE), we have two days during the week exclusively for native language usage and support; three days during the week are for instruction in English. In our Dual Language Program, we use a 50/50 model. Our classroom libraries have multicultural themes which enable our ELL students to learn more about their culture.

We have age, grade and level appropriate materials for students in grades Kindergarten through grade five.

## 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 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 a half English and half Spanish 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.

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

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:

- 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, parents of our English Language Learners attend the annual 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

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We have a parent coordinator at our school. Parents are in contact with the parent coordinator regularly. The parent coordinator voices concerns of the parents to school administration. Our parental involvement activities reflect the concerns voiced by the parents.

## 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)	33	23	19	15	7	7								104
Intermediate(I)		30	21	21	15	7								94
Advanced (A)	43	24	27	23	40	30								187
Total	76	77	67	59	62	44	0	0	0	0	0	0	0	385

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>		4	8	6	2	5							
	<b>I</b>		10	6	1	3	1							
	<b>A</b>		13	24	19	20	6							
	<b>P</b>		47	26	34	39	33							
READING/ WRITING	<b>B</b>		19	16	15	8	5							
	<b>I</b>		31	19	22	15	10							
	<b>A</b>		21	23	23	41	29							
	<b>P</b>		3	6	0	0	1							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	25	31	5	0	61
5	7	22	5	0	34
6					0
7					0
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	26		32		9		0		67
5	9		28		9		0		46
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	5		15		22		3		45
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
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)	4	10	8	22				
Chinese Reading Test								

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

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

**ASSESSMENT ANALYSIS**

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

Early Childhood Literacy Assessment (ECLAS-2)

## 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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Eastwood</u></b>		<b>School DBN: <u>29Q095</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim Hill	Principal		11/1/11
Estelle Moore	Assistant Principal		11/1/11
Nasrin Shafi	Parent Coordinator		11/1/11
Joyce Lopez Soler	ESL Teacher		11/1/11
Patricia Ramnandan	Parent		11/1/11
Montserrat Correa Jordan	Teacher/Subject Area		11/1/11
Violetta Butler	Teacher/Subject Area		11/1/11
Grace Tosado	Coach		11/1/11
Carline Paul	Coach		11/1/11
Flor Martinez	Guidance Counselor		11/1/11
	Network Leader		
Maria Pastis	Other <u>Testing Coordinator</u>		11/1/11
Steven Unter	Other <u>ELL-Bil. Coordinator</u>		11/1/11
Martha Lemos	Other <u>IEP Teacher</u>		11/1/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **29Q095** School Name: **Eastwood School**

Cluster: **2-** Network: **208**

**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**

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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 conducted by the ESL/Bilingual Coordinator or members of the ESL department. 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 the parent provides 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 school functions/events such as student registration, parent/teacher conferences, P.T.A. meetings and written notices. We found that our translation needs are mainly in Spanish and Bengali. Our findings are conveyed to our school community during School Leadership and P.T.A. meetings.

## Part B: Strategies and Activities

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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, and information given out at general parent meetings are translated into many languages to effectively communicate with our diverse, multicultural school population. Presently, the dominant languages other than English spoken at P.S. 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 student admission forms
- \* ELL Parent Orientation Letters
- \* Parent/ Teacher meetings- flyers, agendas
- \* Minutes of all our parent meetings/workshops
- \* Telephone Communication
- \* School newsletter/calendars/principal messages

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 at general parent meetings. 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 provides copies of the Bill and Parent Rights and Responsibilities brochure which is given out to parents at registration and general school meetings. These brochures are also available in the Parent Coordinator's 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.



## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III direct instruction consists of an afterschool program and a Saturday academy. The afterschool 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 involves the process of reviewing New York State English as a Second Language Achievement Test (NYSESLAT) data, ELA and math scores. The purpose of our program is to improve the overall language acquisition of our ELLs. In addition, their reading/writing and mathematics skills will also be enhanced. The classes are held on Tuesdays and Thursdays from 3:10-5:10 P.M. On Tuesday, the main focus is on the literacy component which includes vocabulary, grammar with reading and writing in the content area. On Thursday, the main focus is on math with an emphasis on problem solving.

The ELL Saturday Program will begin in February. This program will serve selected ELL students from grades kindergarten through grade five. The classes will be taught in small groups with approximately 15 students. The classes will be held on Saturdays for four hours. The focus will be on improving English language proficiency in the areas of reading, writing, listening and speaking. The classes will be taught by teachers certified in Teaching English as a Second Language. It might be necessary for some classes to split the four hours 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 but with a special emphasis on improving English language proficiency. The ESL teacher and monolingual teacher will meet during the week, on common preparation periods, to plan each of the sessions.

In addition to preparing the students for the 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 methodologies and materials. In addition, teachers will supplement their lessons with pictures, graphic organizers and hands on activities.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development will take on an ongoing basis beginning at the start of the program. At these meetings, teachers will receive pacing calendars for literacy and math, lesson plan templates, and instructional materials for classroom use. In addition to that meeting, teachers will

### Part C: Professional Development

be able to work with a staff developer, data specialist, coaches as well as the ESL/Bilingual Coordinator. The Assistant Principals also meet regularly with the teaching staff to ensure that the needs of the English Language Learners are met.

Professional Development also takes place during regularly scheduled common preparation periods, lunch and learns, grade wide inquiry teams and grade conferences.

### Part D: Parental Engagement Activities

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

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

Begin description here:

There are many activities targeted towards the parents of ELLs that will impact higher achievement for ELLs. We invite parents to attend the annual Spanish Association for Bilingual Education (SABE) conference where the parents take workshops that teach them to help their children. Parents are offered classes at P.S. 95Q in computers, art, and English as a Second Language. Parents are invited to meetings such as various testing workshops, Parent Teacher's Association (P.T.A.) meetings, and general information meetings that explain the various programs that are used at P.S. 95Q such as America's Choice Literacy Program, Everyday Mathematics and Reading First.

### Part E: Budget

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

Allocation Amount: \$32625

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>21,625.92</u>	Three certified ESL Teachers (Grades 3, 4, and 5 for Title III Tuesday and Thursday Afterschool) x 4 hours a week x 16 weeks @ \$50.06 an hour = <u>\$9,611.52</u>  Six certified ESL teachers (Grades Kindergarten through five for Title III Saturday Academy) for 4 hours a week x ten weeks @ \$50.06 an hour = <u>\$12, 014.40</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>	<u>0</u>	<u>N/A</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$32625

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$10,000</u>	<u>To purchase high interest reading material in the areas of social studies and science. The materials purchased will be appropriate for grades Kindergarten through five. The materials geared towards English Language Learners cover various social studies topics including map skills, types of communities and a study of the present day with the past. Materials for science include topics such as animal habitats, parts of plants and the weather.</u>
Educational Software (Object Code 199)	<u>0</u>	<u>N/A</u>
Travel	<u>0</u>	<u>N/A</u>
Other	<u>\$1000</u>	<u>The Saturday Program will feature an assembly program showcasing student presentations. The presentations will be a culminating event and demonstrate what students have worked on during the program. Parents will be invited to the performance and enjoy a multicultural feast afterwards.</u>
<b>TOTAL</b>	<b><u>\$32,625.92</u></b>	