



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: THE EASTWOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q095

PRINCIPAL: KIM HILL

EMAIL: 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	
Radames Tejada	*UFT Chapter Leader or Designee	
Tamu Arnoux	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
Ayesha Kaniz	Member/Parent	
Rokshana Begum	Member/Parent	
Yanick Humphrey	Member/Parent	
Rianti Budhu	Member/Parent	
Krysia Bibro	Member/Teacher	
Maria Pastis	Member/Teacher	
Ryan Ramsahai	Member/Teacher	
Jennifer Cooper	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- By June 2013, students in grade 4 will demonstrate 2% growth towards proficiency in ELA as measured by the New York State ELA assessment.

Comprehensive needs assessment

Based on our 2011 – 2012 New York State ELA Exam, we noticed that there was a slight decline in our Level 3's especially in Grades 3 and 4. Also in our prior School Quality Review report, Students with Disabilities (SWDs) was the identified area on New York State English Language Arts (NYS ELA) assessment.

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, Pearson Reading Street, Study Island, Education City, Datacation, Achieve 3000 and the use of Promethean Boards
- 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.
- Literacy Staff Developers model lessons in Pearson Reading Street
- Scheduled outside PD for selected teachers to turnkey to colleagues
- We will increase the rigor in ELA for all students by utilizing the DOK (Depth of Knowledge).

B) Staff and other resources used to implement these strategies/activities:

- Children's First Network (CFN 208) Support
- Principal and Assistant Principals (2)
- Literacy Staff Developers
- 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 as well as Vertical Inquiry Teams across the grades (K-1, 2-3, 4-5 working together identifying CCLS standards, techniques as well as strategies).
- 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 2012-June 2013

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 – Common Core Learning Standards
 - the State's student academic achievement standards
 - the State and local academic assessments, how to monitor their child's progress, and how to work with educators.
 - the use of ARIS for Parents
- 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:
 - 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 scheduling convenient times for PTA meetings, School Leadership Team meetings, and School Based Committee meetings (when applicable).
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with parental information about Pearson Reading Street, Study Island, Acuity, Education City, Achieve 3000, Science Fair and Everyday Mathematics.
- 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:
 - A greater number of languages.
 - Phone calls will be made by native language speakers.
 - Parents will be invited to meetings, workshops and classes.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

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. 2012-June 2013 as indicated below:

- Supervisor per session
- 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.

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-Wednesday where teachers work on skills based on students' data.
- Fifteen students are provided with small group instruction twice a week on Tuesdays and Wednesday in After School and Title III After School (Grades 3 - 5) from 3: 10 pm-5:10 pm, Saturday Enrichment (Grades 3-5) and Saturday Academic Intervention Services (AIS) Academy (Grades K-2) from 9:00 AM -12:00 PM with emphasis on reading and mathematics in the content areas.
- Pearson Reading Street Program offers small group instruction during the 90 minute block for grades K-5 where specific skills are presented based on student data and needs. Teachers track student progress online through Reading Street Assessments, Study Island, and Education City. Academic Intervention Services are provided for all students Grades K-5 where small group differentiated instruction is driven through item analysis based on data.
- 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.
- We offer a Bullying Intervention Program, a Violence Prevention Program and a Character Education Program.
- As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - a) Professional development conducted by instructional lead teachers in the areas of ELA and Math.
 - b) Teachers Teams looking at student work to improve teaching practices in Writing.
 - c) Textbook and instructional materials purchased for ELA and Math such as Pearson Reading Street, Ready NY CCLS Instruction (Paper and Technology toolkit) by Curriculum Associates.
 - d) Use of Instructional Coaches to model lessons and questioning techniques utilizing the Charlotte Danielson framework and the Depth of Knowledge.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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

- By June 2013, our Students with Disabilities in Grade 3 will demonstrate 2% growth towards proficiency in mathematics as measured on the New York State Mathematics Exam.

Comprehensive needs assessment

- In our prior School Quality Review report, Students with Disabilities (SWDs) was an identified area on the New York State English Language Arts (NYS ELA) and New York State Mathematics assessments.
- Based on our 2011-2012 NYS ELA and NYS Math, we noticed that our Students with Disabilities had a higher percent in Level 2s rather than Level 3s and Level 4s.

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) on the 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)
- 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
- We will increase the rigor in ELA and Mathematics for our Students with Disabilities by utilizing the DOK (Depth of Knowledge).
- 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
- Vertical Inquiry Teams across the grades (K-1, 2-3, 4-5 working together identifying CCLS standards, techniques and strategies).
- 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 2012 – June 2013

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, how to monitor their child's progress, and how to work with educators.

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:

- 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:

- 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 Pearson Reading Street, Study Island, Achieve 3000, Datacation, Science Fair and Education City

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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

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

Service and program coordination

- We have a growing population of special education needs students. We offer extended day, after school programs, early riser, Saturday programs as well as Academic Intervention Services. We offer a Bullying Intervention Program, a Violence Prevention Program and a Character Education Program.
- As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - a) Professional development conducted by instructional lead teachers in the areas of ELA and Math.
 - b) Teachers Teams looking at student work to improve teaching practices in Writing.
 - c) Textbook and instructional materials purchased for ELA and Math such as Pearson Reading Street, Ready NY CCLS Instruction (Paper and Technology toolkit) by Curriculum Associates.
 - d) Use of Instructional Coaches to model lessons and questioning techniques utilizing the Charlotte Danielson framework and the Depth of Knowledge.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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 2013, 2% of our English Language Learners (ELLs) will demonstrate growth towards proficiency by an increase of one level as measured by the NYSESLAT.

Comprehensive needs assessment

A review of New York State English as a Second Language Achievement Test (NYSESLAT) data, ELA and math scores generated this goal. 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,

- Our Title III Program will consist of three classes (grade three, grade four and grade five) made up of English Language Learners. 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.
- The ESL teacher and monolingual teacher will meet during the week, on common preparation periods, to plan.
- ESL teachers provide constant Professional Development to monolingual teachers about ESL methodologies, strategies and tasks that will increase rigor for the ELLs in the monolingual classroom.
- In addition to preparing students for the 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 as they work with small groups.
- ESL teachers will work with students to improve English in the modalities of listening, speaking, reading and writing.
- ELLs will utilize programs such as Achieve 3000, Study Island, and Education City for differentiated learning, as well as the ELL components in the Pearson Reading Street Series.
- We will increase the rigor in ELA and Mathematics for our ELLs by utilizing the DOK (Depth of Knowledge) to improve on the state exams.

B. Staff and other resources used to implement these strategies / activities:

ESL teachers, Monolingual teachers, Supervisor of ELLs, Principal, Assistant Principals

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 dates 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:** Fall 2012-June 2013

Strategies to increase parental involvement

P.S. 95Q will build the school's 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 on 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 as well as extended day and carefully monitor attendance.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

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. 2012- June 2013 as indicated below:

- Supervisor per session for ELL programs
- Professional instructional materials to support the ESL curriculum development during the regular school day.
- ELL instructional materials for use during extended day programs.
- Teacher per session for after school and differentiated professional development.

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 bilingual class in every grade; K-5. There is a bilingual ESL Coordinator for all of grades K-5.
- Our English as a Second Language (ESL) Program has ESL self-contained classes. ELL students are also served by an ESL Push-In/Pullout 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. Achieve 3000, Education City, and Study Island are additional programs aiding selected classes. The Spanish Reading Strategies in the bilingual programs utilize the Spanish Pearson Reading Street materials.
- The students in the bilingual program receive balanced literacy in a 60-40 model which includes 60% English and 40% Spanish Language instruction.
- Newly enrolled LEP students are incorporated into various programs designed to improve their proficiency in English such as extended day, after school and Saturday classes.
- We offer a Bullying Intervention Program, a Violence Prevention Program and a Character Education Program.
- 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 is no duplication of services and to

ensure equity and access so that all eligible ELLs are provided with services to expedite their progress towards meeting this annual goal and state assessments.

- As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - a) Professional development conducted by instructional lead teachers in the areas of ELA and Math.
 - b) Teachers Teams looking at student work to improve teaching practices in Writing.
 - c) Textbook and instructional materials purchased for ELA and Math such as Pearson Reading Street, Ready NY CCLS Instruction (Paper and Technology toolkit) by Curriculum Associates.
 - d) Use of Instructional Coaches to model lessons and questioning techniques utilizing the Charlotte Danielson framework and the Depth of Knowledge.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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 2013, 95% of teachers will participate in teacher teams engaging in collaborative inquiry as evidenced by monthly team activity logs.

Comprehensive needs assessment

Based on teacher feedback from the School Survey and student data it was determined that there is a need to increase teacher capacity to improve learning outcomes 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, Teacher Teams, Vertical Inquiry Team (Two grades: K-1, 2-3, 4-5 working together identifying CCLS standards, techniques as well as strategies) and Instructional Team's understanding of data
- Support teachers in using technology to access data from NYS Exams on ARIS and NYC Acuity Benchmark Periodic Assessments from Acuity as well as Education City, Study Island and Pearson Reading Street.
- 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
- We will increase the rigor in ELA and Mathematics by utilizing the DOK (Depth of Knowledge) in our teacher team inquiry work when using the Tuning Protocol and analyzing students' writing.
- 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, 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 and Vertical Inquiry 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, Teacher Teams and Vertical Inquiry Teams Minutes
- Evaluate technology use and effectiveness in the classroom through walkthroughs
- 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 2012 – June 2013

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, how to monitor their child's progress, and how to work with educators:
- 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:
 - 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:
 - 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 Pearson Reading Street, Education City, Study Island, Acuity Periodic Assessments, ARIS
- 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:
 - A greater number of languages.
 - Phone calls will be made by native language speakers.
 - Parents will be invited to meetings, workshops and classes.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

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. 2012-June 2013 as indicated below:

- Assistant Principals funded through Tax Levy, Title I
- Literacy 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 Teams and Vertical Inquiry Teams funded through Title I

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 Achieve 3000 for selected classes, Study Island (Grades 3-5), Education City (Grades K-2), Promethean Boards, and individual student Apple Mac Books
- Analyzing specific student data on ARIS (Attendance, ELA, Mathematics, Science, Periodic Assessments), Acuity, Pearson Reading Street, Study Island, Education City and Datacation
- 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 2012-2013 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.
- We offer a Bullying Intervention Program, a Violence Prevention Program and a Character Education Program.
- As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - a) Professional development conducted by instructional lead teachers in the areas of ELA and Math.
 - b) Teachers Teams looking at student work to improve teaching practices in Writing.
 - c) Textbook and instructional materials purchased for ELA and Math such as Pearson Reading Street, Ready NY CCLS Instruction (Paper and Technology toolkit) by Curriculum Associates.
 - d) Use of Instructional Coaches to model lessons and questioning techniques utilizing the Charlotte Danielson framework and the Depth of Knowledge.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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 2013, there will be a 50% improvement in teacher effectiveness as measured by formative feedback reports based on the Danielson research-based framework.

Comprehensive needs assessment

- Based on the Teachers' Professional Growth Plan (TPGP) and our continued implementation of Charlotte Danielson's research-based framework, it was determined that there is a need for differentiated professional development utilizing Teachscape and ARIS Learn.

Instructional strategies/activities

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

- All staff members provided administrators with their TPGP as well as visiting ARIS Learn and Teachscape websites to supply us with meaningful data for effective feedback.
- All staff members' needs are identified through the surveys they complete and their selection of selected Professional Development.
- Staff Developers provide constant feedback and Professional Development on the Charlotte Danielson framework for teachers as well as utilizing the Depths of Knowledge in Domain 3: Questioning

b) staff and other resources used to implement these strategies/activities:

- Based on TPGP data, the school implemented differentiated professional development to all staff members.
- Central, Network, CFN 208 ELA Achievement Coach, CFN 208 Math Coach, Aussie Consultant, Pearson Reading Street Consultants, in house literacy staff developers, UFT Teacher Center Math Coach, Study Island Consultant, Education City consultant implement these activities.

c) steps taken to include teachers in the decision-making:

- Teachers are providing feedback on their TPGP in order for professional development to be differentiated to meet their needs.
- All staff in the beginning of the school year selected their interests in Professional Development by selecting several topics from a list.
- All staff members met in a one to one conference with administration to discuss their Professional Growth Plan, their interests/topics for Professional Development and their strengths as well as areas of improvement.

d) Timeline for implementation: September 2012-June 2013

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 – Common Core Learning Standards
- the State's student academic achievement standards
- the State and local academic assessments, how to monitor their child's progress, and how to work with educators.
- the use of ARIS for Parents

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:

- 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 scheduling convenient times for PTA meetings, School Leadership Team meetings, and School Based Committee meetings (when applicable).

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with parental information about Pearson Reading Street, Study Island, Acuity, Education City, Achieve 3000, Science Fair and Everyday Mathematics.

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:

- A greater number of languages.
- Phone calls will be made by native language speakers.
- Parents will be invited to meetings, workshops and classes.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

- 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. 2012-June 2013.
- Professional instructional materials to support curriculum development during the regular school day.
- Teachers' differentiated professional development.

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 Achieve 3000 for selected classes, Study Island (Grades 3-5), Education City (Grades K-2), Promethean Boards, ARIS, Everyday Mathematics Assessments and individual student Apple Mac Books
- Analyzing specific student data on ARIS (Attendance, ELA, Mathematics, Science, Periodic Assessments), Acuity, Pearson Reading Street, Study Island, Education City and Datacation
- Lunch and Learns, Grade Level Planning Meetings, Faculty Conferences, Grade Conferences, Planned and Differentiated Professional Development Meetings, External Professional Development Meetings (teachers turn – key)
- Chancellors Instructional Initiatives for the 2012-2013 School Year
- Staff developers / coaches modeling lessons for classroom teachers
- We offer a Bullying Intervention Program, a Violence Prevention Program and a Character Education Program.
- Our school carefully monitors the effectiveness of these professional development sessions through teacher and student achievement. Classroom walkthroughs and teacher feedback through their TPGP, Teachscape, ARIS Learn, one to one conferences and their selections of Professional

Development topics will also assist in determining if we are meeting this annual goal.

- As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal. Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:
 - a) Professional development conducted by instructional lead teachers in the areas of ELA and Math.
 - b) Teachers Teams looking at student work to improve teaching practices in Writing.
 - c) Textbook and instructional materials purchased for ELA and Math such as Pearson Reading Street, Ready NY CCLS Instruction (Paper and Technology toolkit) by Curriculum Associates.
 - d) Use of Instructional Coaches to model lessons and questioning techniques utilizing the Charlotte Danielson framework and the Depth of Knowledge.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> Extended Day (Grades 2-5) After School (Grades 3-5) Saturday AIS Academy (Grades K-2) Academic Intervention Services for Grades K-5 during the day with AIS Providers. 	<ul style="list-style-type: none"> Small groups of 8-10 students 	<ul style="list-style-type: none"> During the school day After School (Tuesdays and Wednesdays) Weekends (Saturday)
Mathematics	<ul style="list-style-type: none"> Extended Day (Grades 2-5) After School (Grades 3-5) Saturday AIS Academy (Grades K-2) Academic Intervention Services for Grades K-5 during the day with AIS Providers. 	<ul style="list-style-type: none"> Small groups of 8-10 students 	<ul style="list-style-type: none"> During the school day After School (Tuesdays and Wednesdays) Weekends (Saturday)
Science	<ul style="list-style-type: none"> Extended Day (Grades 2-5) After School (Grades 3-5) Saturday AIS Academy (Grades K-2) Academic Intervention Services for Grades K-5 during the day with AIS Providers. 	<ul style="list-style-type: none"> Small groups of 8-10 students 	<ul style="list-style-type: none"> During the school day After School (Tuesdays and Wednesdays) Weekends (Saturday)
Social Studies	<ul style="list-style-type: none"> Extended Day (Grades 2-5) After School (Grades 3-5) Saturday AIS Academy (Grades K-2) Academic Intervention Services for Grades K-5 during the day with AIS Providers. 	<ul style="list-style-type: none"> Small groups of 8-10 students 	<ul style="list-style-type: none"> During the school day After School (Tuesdays and Wednesdays) Weekends (Saturday)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Guidance Counselor, School Psychologist and Social Worker provide services to the At-Risk Students. 	<ul style="list-style-type: none"> One to One 	<ul style="list-style-type: none"> During the School Day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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.

THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

PS 95 Q

Parental Involvement Policy

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring — The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

- Parent education classes in English, computers, art, book clubs and physical education at the school.
 - Letters home will be translated into more languages by school and region.
 - Telephone calls will be made to the home by native language speakers as parental volunteers.
6. P.S. 95Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators
 - 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:
 - 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 integrates parental involvement programs and activities with:
 - Parental information about Pearson Reading Street, Everyday Mathematics and Common Core Learning Standards
 - 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:
 - A greater number of languages.
 - Phone calls will be made by native language speakers.
 - Parents will be invited to meetings, workshops and classes.

III. Discretionary School Parental Involvement Policy Components

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

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

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the work of the School Leadership Team. This policy was adopted by the P.S. 95Q on 09/10/2012 and will be in effect for the period of 2012-2013 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2012.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

PS 95Q – Title I
School Parent Compact

P.S. 95Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013.

Required School-Parent Compact Provisions

School Responsibilities:

P.S. 95Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - K-5 Pearson Reading Street
 - Everyday Mathematics (K-5)
 - Professional Development for staff
 - Remedial/Enrichment programs after and before school and on Saturdays pending availability of funds.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - November 2012 and March 2013
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards (3) and Progress Reports (3) will be distributed in fall, spring and at the end of the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Open school day and night
 - By appointment with individual teachers.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents may offer help through the PTA or the classroom teacher.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The

school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

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

Student Responsibilities (revise as appropriate to grade level)

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

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Amundsen	District 29	Borough Queens	School Number 095
School Name The Eastwood School			

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

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

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

D. School Demographics

Total number of students in school	1425	Total Number of ELLs	385	ELLs as share of total student population (%)	27.02%
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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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>	1	1	1	1	0	0								4
Freestanding ESL														
Self-Contained	2	2	1	0	2	0								7
Push-In	5	1	2	3	2	2								15
Total	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
Total	306	11	17	78	0	15	1	0	0	385
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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
TOTAL	18	25	16	15	16	18	0	108						

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
TOTAL	1	23	5	26	11	18	3	22	0	20	89									

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
TOTAL	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								106
Chinese														0
Russian														0
Bengali	29	13	22	21	9	8								102
Urdu	1	3	2	3	1	4								14
Arabic	1	1	3	3	4	1								13
Haitian			2	2	2	2								8
French						1								1
Korean														0
Punjabi		2												2
Polish														0
Albanian														0
Other	3		2		3	3								11
TOTAL	56	43	40	41	47	30	0	257						

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			

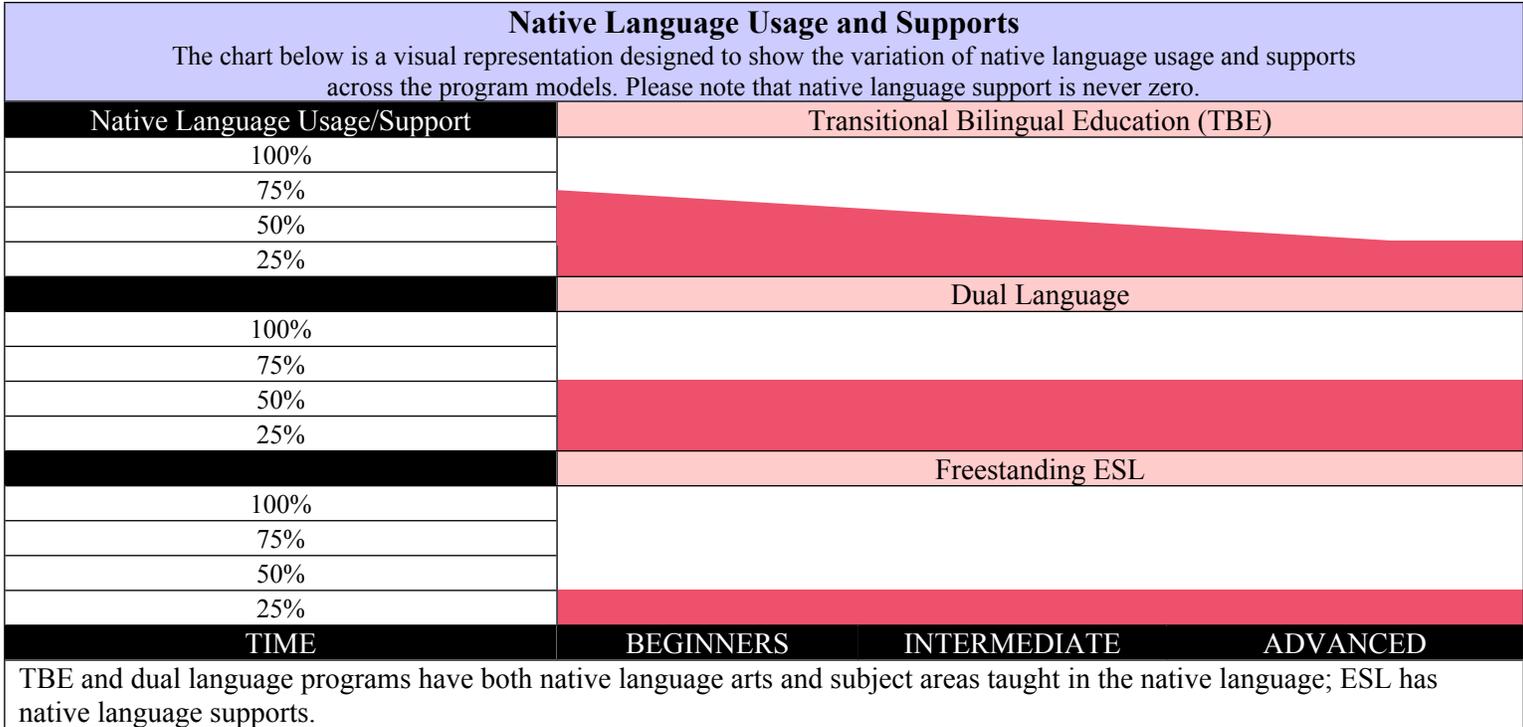
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
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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
FOR TBE /DL PROGRAMS: 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.

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 workshops, throughout the year.

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
LISTENING /SPEAKING	B		4	8	6	2	5							
	I		10	6	1	3	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		13	24	19	20	6							
	P		47	26	34	39	33							
READING/ WRITING	B		19	16	15	8	5							
	I		31	19	22	15	10							
	A		21	23	23	41	29							
	P		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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	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 System-2 (ECLAS-2)
- EL SOL
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)
- Early Performance Assessment in Language Arts (EPAL)

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

After analyzing the data from the New York State Math Exam, it is clear that the ELL students are performing below their peers in mathematics. The findings indicate that teachers in classes with large concentration of ELL students will need ongoing professional development on analyzing data in order to differentiate instruction for these students. Extensive support by the Math Coach is also being provided. Each ELL class has technology that supports both the visual and tactile learner. There is an emphasis on the acquisition of math vocabulary through the use of interactive word walls, which will be visible and accessible to the students in every classroom. In the area of literacy, student performance indicates that English Language Learners are meeting the New York City and New York State Standards. Our projection is based upon evaluation of the New York State English Language Arts Exam and the New York City Interim Reading Assessments (Acuity Periodic Assessments) for non-native English language students. In order to meet or exceed the standards for the English Language Learners, specific concentration on the modalities of speaking, listening, reading and writing skills have been incorporated in the ESL curriculum.

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

In our Dual Language Program, English Proficient students (EPs) are assessed in the second (target) language. Data from the EL SOL exam, indicate that our students are able to read in the target language but comprehension needs to be improved. The EPs are performing well on city assessments. The majority of our students scored either at the tier 3 or tier 4 level on the March 2010 Language Arts Acuity exam.

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

- Data from the NYSESLAT and other state exams.
- Data from the ELL Periodic exam and other city exams including ECLAS 2, DIBELS Next, P.P.V.T and EL SOL .
- Attendance of our students
- Parent Involvement
- Staff Professional Development
- Adequate Yearly Progress for ELLS (AYP)

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Eastwood</u>		School DBN: <u>29Q095</u>	
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

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

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Eastwood School	DBN: 29Q095
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

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. 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 LAB -R and New York State English as a Second Language Achievement Test (NYSESLAT) data, as well as NYS ELA and MATH scores. The AMAO Estimator Tool provides additional information such as the number of years a student has been identified as an ELL and whether or not the student has been making progress on the NYSESLAT. The purpose of our program is to increase the reading/writing and mathematics skills of our ELL students. We also aim to improve the overall language acquisition of our ELLs. The Achieve 3000 Reading Program is a computer program that we will use with our ELLs. The computer program is effective in increasing the reading skills of our ELLs. The classes are held on Tuesdays and Wednesdays from 3:10 P.M. to 5:10 P.M and all instructors are either Bilingual or ESL Certified. On Tuesday, the main focus is on the literacy component which includes reading comprehension skills and strategies, writing, and conventions of language arts. On Wednesday, the main focus is on math with an emphasis on problem solving.

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 for Title III teachers, who are all either Bilingual or ESL certified will take place on an ongoing basis starting in September. On a monthly basis, teachers will analyze data looking at trends and specific areas for student growth and progress. The Title III Team will use the Tuning Protocol as a tool when looking at student work. They will receive instructional materials in literacy and mathematics which target these needs for their classroom use. In addition to these meetings, teachers will be able to work with a staff developer, data specialist, 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. In addition to the monthly professional development, Title III teachers also meet and plan during regularly scheduled common preparation periods, lunch and learns, grade wide inquiry teams and grade conferences.

The dates of the professional development sessions are: 11/29, 12/20, 1/24, 2/28, 3/21 and 4/4.

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 training sessions targeted for 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 in March, where the parents take workshops that teach them how to help their children. Parents are offered monthly (September through June) ongoing training sessions at P.S. 95Q in computers, art and English as a Second Language. Parents are also offered monthly (September through June) training on the Common Core Learning Standards and training twice a year (September and March) on how to be a classroom volunteer. Parents are invited to attend various testing workshops including the New York State English as a Second Language Achievement Test (NYSESLAT) in November, January, March, and April, monthly (September through June) Parent Teacher's Association (P.T. A.) meetings, and general information meetings scheduled throughout the year (September through June) that explain the various programs that are used at P.S. 95Q, such as Pearson's Reading Street and Everyday Mathematics.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		