



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE EASTWOOD SCHOOL  
**DBN (i.e. 01M001):** 29Q095  
**Principal:** KIM HILL  
**Principal Email:** KHILL@SCHOOLS.NYC.GOV  
**Superintendent:** MR. LENON MURRAY  
**Network Leader:** DANIEL PURUS

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
KIM HILL	*Principal or Designee	
RADAMES TEJADA	*UFT Chapter Leader or Designee	
KAYUM KHAN	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
ROKSHANA BEGUM	Member/ PARENT	
MARIELA RIVERA	Member/ PARENT	
GLORIA BULLOCK	Member/ PARENT	
PATRICIA RAMNANDAN	Member/ PARENT	
KRYZIA BIBRO	Member/ TEACHER	
MARIA PASTIS	Member/ TEACHER	
JENNIFER COOPER	Member/ TEACHER	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students in grade 4 will demonstrate 2% growth towards proficiency in ELA as measured by the New York State ELA assessment.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on our 2012 – 2013, New York State ELA Exam, we noticed that there was an increase in our Level 1's and 2's.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Schedule common prep, lunch and learns, grade wide inquiry teams, grade conferences, faculty conferences, UFT Center & Resource Room and study groups
2. 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.
3. Teachers will use data trends to set goals for targeted student groups
4. Teachers will be supported in the use of technology to access data from periodic assessments, ARIS, Pearson Reading Street, GO MATH, My On, Dreambox, Rosetta Stone, Datacation, Achieve 3000 and the use of Promethean Boards
5. 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.
6. Literacy Staff Developers model lessons that are DOK using Pearson Reading Street
7. Scheduled outside PD for selected teachers to turnkey to colleagues
8. We will increase the rigor in ELA for all students by utilizing the DOK (Depth of Knowledge).

#### B. Key personnel and other resources used to implement each strategy/activity

1. Children's First Network (CFN 208) Support
2. Principal and Assistant Principals (2)
3. Coaches, Teachers and Literacy Staff Developers
4. CFN 208 Achievement Coaches, Inquiry Teams (K-5), Datacation Consultants, Data Specialists
5. ELA Cluster Teachers
6. Classroom Teachers
7. AIS Providers

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional development will result in improved student writing reflective of Common Core Learning Standards (CCLS) across all curriculum areas. Every two months student progress will be evaluated with a targeted 1% increase in at least two components of the CCLS aligned rubric at each check point.
2. Teachers and Inquiry Teams (K-5) will demonstrate increased capacity in tracking data trends. The effectiveness of these actions will be evaluated by frequency and use of Datacation at set intervals in November, February and May in order to evaluate progress towards the achievement of the goal.
3. Increased use of rigor in ELA will be evaluated through a review of observation reports that reflect increased rigor at regular intervals through the year.

#### D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. November 2013, February 2014 and May 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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. 2013-June 2014 as indicated below:

1. Each teacher has two common preparation periods per week. One period lunch and learns are scheduled once per month; grade wide inquiry teams meet for one

period twice per week; grade conferences are held monthly, faculty conferences are held monthly; UFT Center and Resource Room as well as study groups are scheduled as needed. Resources: Pearson Reading Street, MY ON, Rosetta Stone, Datacation, ARIS, Achieve 3000 and periodic assessments.

2. Supervisor per session and teacher per session are used for Inquiry Teams (K-5) to meet after school for once per week for two hours.
3. Professional instructional materials to support curriculum development during the regular school day.
4. Consumable instructional materials for use during extended day programs.
5. Schedule model lessons and teacher inter-visitations as needed. Resources: Professional instructional materials to support curriculum development during the regular school day. Teacher per session (2 days per week) for after school programs and differentiated professional development.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 for ELA
- 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, GO MATH, My On, Rosetta Stone, Dreambox, Achieve 3000 and content literacy development reflected in Science Fair.

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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- 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.

- 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.
  - 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.

## **Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 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**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

*In this year's progress 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. There is a data trend with SWDs that show non reaching level 4 across the school and all had difficulty in Number and Operations in the NYS Common Core Math Domain.*

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **3. Strategies/activities that encompass the needs of identified 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 (SESIS) 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, Teacher Teams, Faculty Conferences, Chancellor's Day Professional Development and weekly meetings

#### **4. Key personnel and other resources used to implement each strategy/activity**

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

**5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Grade Level Inquiry Teams
2. School Wide Inquiry Teams
3. 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

**6. Timeline for implementation and completion including start and end dates**

Late Fall 2013 – June 2014

**7. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Tax Levy funds for professional development

1. Title I funds for training of special education teachers
2. Title III and Title I funds for After School Programs
3. Assistant Principals funded under Tax Levy funds and C4E

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 in Mathematics
  - 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, Leveled Literacy Intervention, My On, Achieve 3000, Datacation, Science Fair and Dreambox
- 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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- 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, GO MATH
  - d) Use of Instructional Coaches to model and co-teach 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.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 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**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

1. 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 Mondays and Tuesdays from 3:10 P.M. to 5:10 P.M. On Monday, the main focus is on the literacy component; this includes vocabulary, writing, grammar and reading comprehension. On Tuesday, the main focus is on math with an emphasis on acquisition of mathematical academic language to support problem solving. In addition during After School, we develop students' language acquisition through the usage of Rosetta Stone.
2. The ESL teacher and monolingual teacher will meet during the week, on common preparation periods, to plan.
3. 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.
4. 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.

5. The English as a Second Language Department will provide professional development to classroom teachers in ESL methodologies as they work with small groups.
6. ESL teachers will work with students to improve English in the modalities of listening, speaking, reading and writing.
7. ELLs will utilize programs such as Achieve 3000, DIBELS Next for Response To Intervention (RTI) during Academic Intervention Services (AIS) By June 2014, there will be a 50% improvement in teacher effectiveness as measured by formative feedback reports based on the Danielson research-based framework., My On, and Dreambox for differentiated learning, as well as the ELL components in the Pearson Reading Street Series.
8. 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.

- **Key personnel and other resources used to implement each strategy/activity**

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

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Inquiry Team focus is on ELLs performance in the areas of Reading, Writing, Listening and Speaking across all content areas.
2. 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.
3. Data will be used to inform the revision/modification of actions and strategies to achieve this goal.

- **Timeline for implementation and completion including start and end dates**

Fall 2013-June 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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, MY On, Dreambox, DIBELS Next, Rosetta Stone and GO MATH 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.
  - 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.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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. 2013- June 2014 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.

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 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**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

*Based on our continued implementation of Charlotte Danielson's research-based framework, it was determined that there is a need for differentiated professional development utilizing Teachboost, ARIS Learn and Engage NY.*

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

- 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

• **Key personnel and other resources used to implement each strategy/activity**

1. Based on Journey for Knowledge (JFK) surveys, the school implemented differentiated professional development to all staff members.
2. 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 implement these activities.

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Teachers are providing feedback through surveys 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 on a survey and adding any additional topics.
- All staff members met in a one to one conference with administration to discuss their strengths as well as areas of improvement.

• **Timeline for implementation and completion including start and end dates**

September 2013-June 2014

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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, Promethean Boards, ARIS, Go Math Assessments and individual student Apple Mac Books
- Analyzing specific student data on ARIS (Attendance, ELA, Mathematics, Science, Periodic Assessments), Pearson Reading Street and Datacaton
- Lunch and Learns, Grade Level Planning Meetings, Faculty Conferences, Grade Conferences, Planned and Differentiated Professional Development Meetings, External Professional Development Meetings (teachers team meetings)
- Chancellors Instructional Initiatives for the 2013-2014 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 ADVANCE, Teachboost, 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.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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:

- Fall Parent Workshop: Parents and families will become familiar with the new Advance, Teacher Evaluation System.
- Spring Parent Workshop: Parents and families will explore the ways in which the Danielson framework supports improved teaching practices that increase student performance.

Before each workshop, the PTA will give out flyers about the workshop translated into our parents' high frequency languages and the PTA President will read a description of the workshop (with translation services) and encourage parents to attend. At the bottom of the flyer there will be a raffle ticket indicating the prize. Parents will be encouraged to enter their raffle ticket when they attend the workshop.

- Upon entering the workshop, parents will be given another raffle ticket.
- At each meeting, there will be a parent give-away raffle with prizes donated by local merchants.

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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

- 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. 2013-June 2014.
- Professional instructional materials to support curriculum development during the regular school day.
- Teachers' differentiated professional development.

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**6. Strategies/activities that encompass the needs of identified subgroups**

**7. Key personnel and other resources used to implement each strategy/activity**

**8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

**9. Timeline for implementation and completion including start and end dates**

**10. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

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

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Provide opportunities for teacher articulation and turnkey of outside training.</li> <li>• Use coaches, highly qualified lead teachers and math facilitators to conduct lesson demonstrations</li> <li>• Identify lead teachers to build capacity in literacy and mathematics</li> <li>• Utilize highly qualified teachers and coaches to attend workshop and seminars in literacy and mathematics to enhance instruction and our school's professional development.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers. Our high quality professional development will include but not be limited to the following:</p> <ul style="list-style-type: none"> <li>• Provide teachers with intensive staff development in all curriculum areas.</li> <li>• Utilize key teachers/facilitators, coaches and staff developers to turnkey Central and Network training.</li> <li>• Utilize seminars and workshops by literacy and mathematics organizations.</li> <li>• Facilitate collaboration among teachers for the purpose of planning instruction and sharing best practices.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, NYSTL, STH and other available resources to implement activities and strategies to reach schoolwide goals for improvement.</p> <p>Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:</p> <ul style="list-style-type: none"> <li>• Professional development conducted by instructional lead teachers in all content areas.</li> <li>• Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in ELA and Math.</li> <li>• Supplemental textbook and instructional materials purchased to address student needs.</li> <li>• Extended Day Program and Saturday AIS in Math and Literacy with a focus on the needs of ELLs and SWDs</li> <li>• Use of the instructional leads and ELA and Math coaches to model lessons and improve teaching practices.</li> </ul> <p>Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instrctuional strategies/activities to achieve schoolwide improvement.</p>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

As a neighborhood school we will enroll students from zoned neighborhoods. We will form a Pre-K to K Transition Team including the Principal, AP Early Childhood, School Counselor, IEP Teacher, the Parent Coordinator and parents (if applicable) who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. The team will meet monthly to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition. To ensure seamless transitions, the expectation is that our Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. Our school embraces a Parents-As-Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

The Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood program to Kindergarten elementary school program.

**Measures to Include Teachers in Decisions Regarding Assessments**

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

The MOSL team attended Central and network professional development sessions to learn about MOSL and the New Advance teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures was informed by recommendations made by the MOSL team. Each month three hours of professional development is scheduled to provide professional development regarding the use of MOSI assessment and ADVANCE to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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

8. 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, GO MATH 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.
  - 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:
    - 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 09/10/2013 and will be in effect for the period of 2013-2014 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2013.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY 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 2013-2014.

**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
  - GO MATH (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 2013 and March 2014
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.
11. 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>29</b>	Borough <b>Queens</b>	School Number <b>095</b>
School Name <b>Eastwood School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Ms. Kim Hill</b>	Assistant Principal <b>Ms. Estelle Moore</b>
Coach <b>Ms. Grace Tosado</b>	Coach <b>Ms. Carline Paul</b>
ESL Teacher <b>Ms. Montserrat Correa</b>	Guidance Counselor <b>Ms. Flor Martinez</b>
Teacher/Subject Area <b>Ms. Joyce Lopez Soler/ ESL</b>	Parent <b>Ms. Patricia Ramnandan</b>
Teacher/Subject Area <b>Ms. Maribel Burgos</b>	Parent Coordinator <b>Ms. Nastrin Shafi</b>
Related Service Provider <b>Ms. Violeta Butler/ ESL</b>	Other <b>Mr. Steven Unter/ ELL Coord.</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>12</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>4</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1489</b>	Total number of ELLs	<b>413</b>	ELLs as share of total student population (%)	<b>27.74%</b>
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## Part II: 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): sp
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
self-contained	1	2	1	0	1	1								6
Push-In	10	5	3	5	1	1								25
<b>Total</b>	12	8	5	6	3	3	0	0	0	0	0	0	0	37

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	413	Newcomers (ELLs receiving service 0-3 years)	377	ELL Students with Disabilities	29
SIFE	13	ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	98	7		11						109
Dual Language										0
ESL	279	6		25						304
Total	377	13	0	36	0	0	0	0	0	413

Number of ELLs who have an alternate placement paraprofessional:

### 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	16	18	17	17	21	20								109
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>16</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>21</b>	<b>20</b>	<b>0</b>	<b>109</b>						

\*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	46	43	18	18	6	9								140
Chinese	1													1
Russian														0
Bengali	30	29	24	14	23	13								133
Urdu		3	0	5	2	0								10
Arabic		4	1	1	2	2								10
Haitian	1	2				1								4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		2		1	1								6
<b>TOTAL</b>	<b>80</b>	<b>81</b>	<b>45</b>	<b>38</b>	<b>34</b>	<b>26</b>	<b>0</b>	<b>304</b>						

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	6	3	7	12	11	5								44

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	43	22	14	13	9	7								108
Advanced (A)	49	38	30	27	23	30								197
Total	98	63	51	52	43	42	0	0	0	0	0	0	0	349

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	40	17	9	0	!Und
4	27	15	0	0	
5	36	13	5	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	24	13	15	7	10	1	3	0	
4	19	16	6	6	3	0	0	0	
5	30	10	10	3	3	0	2	0	
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7	5	19	5	71	11	114	1	
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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)	9	10	14	10				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS 95 Q uses Fountas and Pinnell to assess early literacy skills for all of our ELLs as well as General Education students. These running records indicate that some of our ELLs can decode and are able to read but need more insight on vocabulary and comprehension. We also use DIBELS NEXT for Academic Intervention Services (AIS) for our ELLs. This assessment uses running records as well as letter fluency, NWF and decoding skills. All beginner and intermediate ELLs receive AIS during the school day. All ELL students in grades K-2 are offered the Saturday AIS programs as well. We will differentiate instruction using Pearson Reading Street ESL kits as well as GO MATH ESL kits to improve comprehension skills. We use Achieve 3000, for ELL students in grades 3-5, to further assist students with comprehension and the other modalities.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our teachers use NYSESLAT modality data to make instructional decisions. An advanced student in the Speaking/Listening modalities could also be an intermediate student in reading and writing modalities. Therefore, this student needs more instructional time spent on reading and writing than listening/speaking. The AMAO tool gives us data about annual measureable achievement goals. Data provided by the Amao tool can be used to target specific students for programs designed to give extra help such as extended day or our Title III program.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns that P.S. 95Q analyzed from the NYS ELA and Math exams are that the English Language Learners still struggle with the higher cognitive academic language. No ELL has reached a Level 4 in ELA or Math while in the NYSESLAT which tests more the grammar, syntax and basic English skills, our ELLs reached proficiency. Our NYS ELA and Math scores decreased in Level 3 and 4 with the General Education population but we still had students reach these levels. The same with the NYS Math, our ELLs are having difficulties with the common Core Learning standards that are using higher order thinking skills in Math. The prior year, ELLs had a higher percent in Level 3 and 4 for the Math than the 2012- 2013 school year.

The data shows that the ELL students did best on the grade four NYS Science test. There were 114 students that received a level 4 on this exam and 71 ELL students scoring a level 3.

Our three Spanish Bilingual classes take the ELE (Spanish Reading Test) and even though it is a Spanish exam, our ELLs are not achieving a high percent in Q3 and Q4. This exam is a higher Spanish level from the Spanish proficiency of our students. The cloze tests ( a vocabulary exam) is more demanding than reading a text and answering questions that relate to the exam. This does not depict that our students are more proficient in Spanish than English.

The ELL Periodic results are reviewed by teachers to differentiate students in their lessons. Students receive small group instruction based on the data. The data also shows what areas are needed for improvement when preparing for the NYSESLAT exam.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our ELLs will be given a screener test at the beginning of the school year. That test will be the DIBELS Next exam. Based on that data, our ELLs will either be at a Tier 1, Tier 2, or Tier 3 level of RTI intervention. The tiers consist of smaller groups as you go from Tier 1 to Tier 3. Progress monitoring of ELLs in all tiers takes place three times a year (beginning, middle and end of year.)

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The Principal has set up a very collaborative administration. In addition to having a cabinet consisting of assistant principals, there is an extended cabinet that includes the ELL/Bilingual coordinator, reading and math coaches, special education coordinator and other school staff members. There is also a School Leadership team which includes teacher representatives from every grade. Any instructional decision goes by the committees that have members specifically looking out for the interests of ELL students.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Our school does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our ELL program is evaluated by looking at several factors. We look at our ELL program in terms of how the students performed on New York State tests including the NYSESLAT, ELA, Mathematics, and science test. Meeting AYP for ELLs is an important goal. We also review data from the ELL Periodic exam and DIBELS Next assessment. Success of our programs would also include a high attendance percentage among ELLs, a strong parent involvement piece and continuous staff professional development.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
During the student registration process, parents are required to complete the Home Language Identification Survey (HLIS) form. The English as a Second Language (ESL)/Bilingual Coordinator reviews the HLIS form with the parent. Our ESL/Bilingual Coordinator is a certified ESL teacher. If necessary, a Lab-R exam will be administered within ten days. The parent is explained the different program choices available for ELL students within the NYC school system. The parent is also invited to stay for an ELL parent orientation or to attend one within ten days.
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.  
At registration, all parents of potential ELLs are told about the program choices available for ELLs within the NYC school system by the ESL/Bilingual Coordinator. Each parent is then invited to a formal ELL parent orientation, which includes watching a video presented by the NYC Dept. of Education. It is explained that the Parent Orientation must be completed within ten days of registration. At the conclusion of the ELL Parent Orientation, the Parent Survey and Program Selection Forms are given to parents to complete. The Bilingual Coordinator, as well as translators, are available to answer any questions at the parent orientation.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
ESL team members will ensure that their new ELL students have received entitlement letters. ESL team members will also make sure that we have the Program Survey and Program Selection forms retained on file in the main office, the student cumulative record folder and in the ELL Coordinator's office.

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.  
At registration, program choices available to ELLs are explained. Upon completion of the parent orientation, parents are asked to make a choice as to what program choice is preferred. We have translators available during registration and at the ESL parent orientation meetings to assist.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The dates of the NYSESLAT are posted on the NYC Dept. of Education website. The parents are notified of the dates of the NYSESLAT in advance by monthly school calendars, newsletters, and school testing meetings. Letters are also sent home to the parents of ELL students informing them of the dates of the NYSESLAT.  
The school will send a team to the regional training meeting about NYSESLAT administration and scoring. The assistant principal, testing coordinator and ESL/Bilingual Coordinator meet with the NYSESLAT testing team to review the instructions as given by the NYSESLAT Testing Company.  
The ELL students are identified by using reports such as the RLER on ATS. The NYSESLAT begins with the Speaking Subtest which is given individually on the dates provided by the NYC Dept. of Ed. The Listening, Reading and Writing Subtests are given on separate days within the testing window.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Overall, the Parent Survey and Program Selection forms indicate bilingual education as the program of choice for our Spanish dominant speakers, monolingual classes the choice for the speakers of other languages, with ESL services provided as mandated.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - A. Organizational models include push-in, pull-out and self contained ELL classes.
    - B. Our classes are heterogeneous; classes consist of students with mixed proficiency levels.
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)?

In the bilingual classroom, our licensed bilingual teachers are responsible for teaching the ESL, ELA and NLA as per CR Part 154. In our monolingual classrooms, ESL teachers deliver ESL according to their ESL Proficiency Level. Beginner and Intermediate ESL students receive a minimum of 360 minutes per week of ESL instruction and Advanced students receive a minimum of 180 minutes of ESL instruction per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our bilingual program program is a 60/40 model; English is taught three days per week and Spanish is taught two days per week. On the three English days, content is taught in English. The instructional materials are Pearson Reading Street and Go Math. These teachers employ ESL methodologies to make the input more comprehensible to the student. Teachers use pictures and real objects, for example, to foster language development. The teachers also use ESL components embedded in the Reading and Math programs. On the two days of native language instruction, the Pearson Reading Street Spanish series and the Go Math Spanish texts are used.

In our monolingual classes, our ESL instructors teach in the content areas. Using ESL methodologies and utilizing the ELL components of the reading and math programs, content is taught to ELLs in a more comprehensible way.

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

Native language is evaluated by Lab R Spanish exams, teacher quizzes and tests, and the ELE exam. The ELE exam is a Spanish Reading Assessment exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ELL students are evaluated in all four modalities by teacher quizzes and tests, running records, and end of unit tests. The NYSESLAT is given at the end of the year to further evaluate the four modalities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

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 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 after school Literacy/Mathematics program which also includes test sophistication classes for the standardized exams. Our long term ELLs are continuing to receive ESL services. Academic Intervention Services (AIS) are also provided for our students through extended day. Parent workshops are conducted throughout the school year to inform them of upcoming events and testing .

Our former ELLs (1 and 2 years after testing proficient) are invited to participate in our extended day, afterschool , and Early Riser Programs.

7. 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?

Teachers of ELL-SWD's use the Pearson Reading Street series for Reading and the Go Math series for mathematics. The materials have special activities built in for ELL SWD students. These students are served by licensed ESL teachers that use ESL methodologies, such as Total Physical Response, and employ pictures and diagrams to accelerate English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school places ELL-SWD students in the least restrictive environment ranging from general education classrooms to ICT classes. All of our ELL-SWD students are fully served by the ESL teacher in either a push-in or pull out model. In addition, AIS instructors do push-in with our ELLs/SWDs to help achieve their IEP goals. Aside from flexible scheduling with AIS, we offer extended day

(grades 2-5 Mondays and Tuesdays from 2:25 P.M. to 3:02 P.M.,) and Title III After School (grades 3-5 Mondays and Tuesdays from 3:10 P.M. to 5:10 P.M.) for these students. All of our classes use the Pearson Reading Street and Go Math Curriculum.

### 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:			
Social Studies:			
Math:			
Science:			

### 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


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

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

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

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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention programs for ELLs in ELA, math and other content areas include an afterschool program, and Academic Intervention services (AIS). Our school also offers an Extended Day program that includes ELL students. We offer classes during the February and Spring Recess.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is effective based on data from the NYSESLAT, ELL periodic assessment, Lab R, teacher observations, portfolios and conferencing notes. Based on the data, ELL students receive differentiated instruction and receive the help that is needed.

11. What new programs or improvements will be considered for the upcoming school year?

This year our school will be purchasing the Rosetta Stone program. This technology based program will be offered to ELL students via our Title III program. We have also continued and expanded our use of Achieve 3000 for the 2013-2014 school year.

12. What programs/services for ELLs will be discontinued and why?

Not Applicable.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are considered for each school program that is offered. Some ESL students will be placed in a Literacy/Math Afterschool program. This program will be designed to practice skills needed on the ELA and state math test. Some ELL students will participate in the Title III program. The Title III program will be offered to ESL / bilingual students in grades 3, 4 and 5. The Rosetta Stone program is new this year and will be used by our Title III students. This technology based program will be expected to raise NYSESLAT scores.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Selected ELL students in grades 3, 4 and 5 will use Achieve 3000. Achieve 3000 is a technology based program designed to raise lexile reading levels. The Rosetta Stone is also a technology based program that will help ELL students in our Title III program. Other materials include ELL components in the Pearson Reading Street Program and Go Math series.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our school offers a Transitional Bilingual Program. The program is a 60/40 model with English being used three days and Spanish being used two days. Spanish is taught using the Pearson Reading Street Series and math is taught using the Spanish component of Go Math.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Our school has ESL self contained classes and also ESL Push In /Pull out models. Our self contained ESL classes contain students that are all the same grade and age. Our ESL Push In/ Pull Out staff work with groups that consist of students in the same grade and are the same age.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ESL students are offered a placement in our Title III summer program. Programs such as Extended Day, Title III program, the Reading/ Math afterschool program are all offered to newly enrolled ELL students. As the year progresses, clubs in things such as sports or chess open up. Newly enrolled ELL students are encouraged to participate.

18. What language electives are offered to ELLs?

Not applicable

19. For schools with dual language programs:

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

Not applicable

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1) ELL personnel at school have regularly scheduled monthly meetings . The ESL team meeting , headed by the assistant principal and ESL/Bilingual Coordinator, plan professional development with topics including how to read ELL data, and applying the new curriculum to ELL students.

2) At our monthly ESL and bilingual team meetings, our literacy and math coaches present training on the materials and how they can be used with ELL students to meet the standards. During the school year, ESL teachers present workshops during Professional Development Days, at Staff Faculty Conferences, and grade conferences to provide classroom teachers with the required ELL training. Professional Development is provided to teachers of ELLs through Pearson Reading Street and the GO MATH series. These series are aligned to the Common Core Learning Standards. Topics include employing Common Core Learning Standards during lesson planning and curriculum mapping.

3) Support is provided to staff in order to assist ELLs as they transition from elementary to middle school and/or middle to high school. Teachers are trained to increase the rigor in ELA and Mathematics for our ELLs by utilizing the DOK (Depth of Knowledge). We are training teachers to implement Achieve 3000, My ON, Dreambox, and Rosetta Stone which will improve overall English language ability.

4) The 7.5 hours of ELL training consist of: ESL teachers providing constant Professional Development at regular scheduled monthly meetings to monolingual teachers about ESL methodologies, strategies and tasks that will increase rigor for the ELLs in the monolingual classroom. In addition, ESL and monolingual classroom teachers are sent to outside Professional Development meetings having to do with ELLs including NYSABE conference, Charlotte Danielson's Framework for Teaching and Advance.

## D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?

P.S. 95Q has large parent involvement. Parents receive English as a Second Language classes bi-weekly. The Parent Volunteer Program in the school provides additional resources for our students. Parents attend monthly meetings and are incorporated into trips. Parents are included in our Library Media Center. Our English Language Learner parents of our newly admitted students are asked to attend an orientation meeting. These orientation meetings are held several times throughout the year. An overview of all the English Language Learner Programs is given by the ESL Coordinator/Bilingual Coordinator and the ESL staff. Our school participates in the following community activities and initiatives:

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

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

## E. 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 response to question here:

## Part VI: LAP Assurances

School Name: Eastwood School

School DBN: 29Q095

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Kim Hill	Principal		1/2/14
Ms. Estelle Moore	Assistant Principal		1/2/14
Ms. Nasrin Shafi	Parent Coordinator		1/2/14
Ms. Montserrat Correa	ESL Teacher		1/2/14
Ms. Patricia Ramnandan	Parent		1/2/14
Ms. Maribel Burgos	Teacher/Subject Area		1/2/14
Ms. Joyce Lopez Soler/ESL	Teacher/Subject Area		1/2/14
Ms. Grace Tosado	Coach		1/2/14
Ms. Carline Paul	Coach		1/2/14
Ms. Flor Martinez	Guidance Counselor		1/2/14
	Network Leader		
Mr. Steven Unter	Other <u>ELL Coordinator</u>		1/2/14
Ms. Violeta Butler/ESL	Other <u>Related Service Prov</u>		1/2/14
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 29Q095 School Name: Eastwood School

Cluster: 2 Network: 208

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

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

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

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

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

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

## Part B: Strategies and Activities

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

All documents such as letters, school brochures, registration information, P.T.A. notices, and information given out at general parent meetings are translated into many languages to effectively communicate with our diverse, multicultural school population. Presently, the dominant languages other than English spoken at P.S. 95Q are Spanish and Bengali. 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul>		

**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		
<b>TOTAL</b>		