

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document 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	
MONICA CERNA	*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>)	
Kayum Khan	Member/ Parent	
PATRICIA RAMNANDAN	Member/ Parent	
MARIELA RIVERA	Member/ Parent	
GLORIA BULLOCK	Member/ Parent	
SHERYL DIXON	Member/ Teacher	
KRYSIA BIBRO	Member/ Teacher	
MARIA PASTIS	Member/ Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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 2015, 2% of Grade 4 (269 students) will demonstrate an increase 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 2013 – 2014, New York State ELA Exam, we noticed a slightly higher proficiency rating than the city (2.62 versus 2.59). Our students consistently scored under 50% correct on Common Core Learning Standards (CCLS) 4RL4.

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 learn, 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 (Level 1s and 2s) student groups.
4. Teachers will be supported in the use of technology to access data from ARIS, Pearson Reading Street, GO MATH, My On, Dream Box and the use of Promethean/SMART Boards
5. Collaborate with Children's First Network (CFN) 208 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 from our school will model lessons that are DOK using Pearson Reading Street
7. Scheduled outside Professional Learning or selected teachers to turnkey to colleagues
8. We will increase the rigor in determining the meaning of words and phrases as they are used in text (4RL4) 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, CFN 208 Achievement Coaches
2. Principal and Assistant Principals
3. Literacy Staff Developers, Coaches, Inquiry Teams (k-5),
4. 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 2 months student progress will be evaluated with a targeted 1% increase in at least 2 components of the CCLS aligned rubric at each checkpoint.
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 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 2014-June 2015
2. November 2014, February 2015 and May 2015

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

1. Each teacher has a minimum of 2 common preparation periods per week; lunch and learn; each Monday Professional Afternoon time is planned in advance to differentiate professional development for the teachers as well as have grade and faculty conferences, and grade wide Inquiry Team meetings; UFT Center & Resource Room and study groups are conducted as needed. Resources: Pearson Reading Street
2. 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 (1day 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
- 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, 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:

- Every Tuesday Parent Contact Day
- Parents receive correspondence in a greater number of languages such as Bengali, Urdu, Spanish, Haitian Creole
- Phone calls will be made by native language speakers.

Parents will be invited to meetings, workshops and classes. Parents will be able to meet and contact teachers every Tuesday Parent Contact Day to discuss their child's progress.

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
List any additional fund sources your school is using to support the instructional goal below.								

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 2015, our Students with Disabilities (SWDs) in Grade 5 (32 students) will increase by .5 towards their proficiency level 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.

ARIS data shows that school's proficiency rating in Math is less than the city: 2.56 versus 2.77 and our SWD proficiency is 2.32. CCLS 3.OA.3 (multiplication and division within 100 to solve word problems) is only 26% for SWDs as compared with 44% of school and 53% of city.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will continue to use students Individualized Educational Plan (IEPs) in order to plan and differentiate instruction to meet the needs of their students.
2. Special education teachers and providers will receive continued training in writing Individualized Education Programs (IEPs) on the Special Education Students Information System (SEIS) that specifically addresses SMART, annual goals.
3. 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 implement the IEP through differentiation and scaffolding of instruction to meet their students' needs.
4. Implementation of the Chapter 408
5. Teachers will attend professional development sessions to learn how to utilize assessment data to plan for instruction.
6. 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)
7. 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.
8. Weekly visits as well as professional development from Special Education School Improvement Specialists from CFN 208
9. We will increase the rigor in ELA and Mathematics for our Students with Disabilities by utilizing the DOK (Depth of Knowledge).
10. Training done during Monday Professional Development Days and Chancellor's Day Professional Development

2. 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

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

1. Every Monday Professional Development Day
2. Grade Level Inquiry Teams
3. School Wide Inquiry Team
4. 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

4. Timeline for implementation and completion including start and end dates

Late Fall 2014 – June 2015

5. 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 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:

- Every Tuesday Parent Contact Day
- 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.

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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 2015, 100 of our approximately 400 English Language Learners (ELLs) will demonstrate 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.

In Grade 3, we have 8 beginners, 11 intermediates and 32 Advance. In Grade 4, we have 9 beginners, 37 intermediate and 18 advance. In Grade 5, we have 20 beginners, 16 intermediate and 14 advance. These students will show an increase of one level in the NYSESLAT.

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.

1. 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 Wednesday from 2:30 P.M. to 4:30 P.M.
2. The ESL teacher and monolingual teacher will meet during the week, on common preparation periods, to plan and on Monday Professional Learning Day.
3. ESL teachers provide constant Professional Learning 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 learning 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 Response To Intervention (RTI) and Academic Intervention Services (AIS), My On, and Dreambox for differentiated learning, as well as the ELL components in the Pearson Reading Street Series, Mentoring Minds Motivation Reading, Achieve 3000, Rosetta Stone and Continental's NY ELLs.
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.

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

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

3. 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.

4. Timeline for implementation and completion including start and end dates

Fall 2014-June 2015

5. 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 teacher (50/50 Model).
- 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 after school and Saturday classes.

- 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 teachers in the areas of ELA and Math every Monday Professional Development Day.
 - 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:

- The school will provide assistance to parents of children served by the school.
 - Parenting Workshop during the daytime, during the evening and Saturday Meet and Greet with your Principal at PS 95Q. Some topics of discussion will be NYSESLAT and so forth.
 - The ESL providers will meet with the parents every Tuesday Parent Engagement Contact Day to discuss their student's progress (ELLs)
- NYSED State's ESL standards and CCLS

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.

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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 2015, there will be a 50% improvement (out of approximately 120 teachers) in teacher effectiveness in Domain 3B (Questioning and Discussion Techniques) 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 in Questioning and Discussion Techniques utilizing 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

1) All staff members' needs are identified through the surveys they complete for the selected Professional Learning. Every teacher receives Professional Learning in their area of needs/interest based on data from Advance. Staff Developers/Coaches and Administrators follow-up through walk through, observations to see if best practices and skills were implemented into their daily practices.

2) Staff Developers and School Administrators 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

1. Teachers are providing feedback through surveys in order for professional development to be differentiated to meet their needs.

2. 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.

3. 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 2014-June 2015

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

In order to provide all of our teachers professional learning 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
- Lunch and Learns, Grade Level Planning Meetings, Planned and Differentiated Professional Development Meetings during Monday's Professional Development Day, External Professional Development Meetings (teachers team meetings)
- Chancellors Instructional Initiatives for the 2014-2015 School Year
- Staff developers / coaches modeling lessons for classroom teachers
- Our school carefully monitors the effectiveness of these professional development sessions through teacher and student achievement. Classroom walkthroughs and teacher feedback through their ADVANCE, ARIS Learn, one to one conferences and their selections of Professional Learning topics will also assist in determining if we are meeting this annual goal.
- Our school continuously monitors programs, actions and strategies described 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) Use of Instructional Coaches to model lessons and questioning techniques utilizing the Charlotte Danielson framework and the Depth of Knowledge.

1. 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 CCLS and about the teacher effectiveness
- 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:

- Every Tuesday Parent Contact Day
- 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.

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.

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

6.

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

1.

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

1.

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

1.

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

1.

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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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

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

4. All elements of the *All Title I Schools* section must be completed*.
9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
10. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<p>Prior to hiring a candidate, their credentials are verified by our Network's Human Resources (HR) Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <ul style="list-style-type: none"> • Frequent communication with our Network HR Director when vacancies occur. • Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals. • Participating in Central Hiring Fair events where pre-screened Highly Qualified Teacher (HQT) candidates are interviewed and recruited. • Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates. • Interviewing HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve (ATR) Pool. • Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews and New York State certification/licensing. • Maintaining a teacher resource center and professional library to promote and effective practices. • Teachers will be provided with curriculum maps, instructional resources, and professional learning opportunities to ensure that teachers improve teaching practice as per ADVANCE and Danielson and are highly qualified. • New teachers are provided with a mentor. • Teachers are encouraged to participate in Lunch and Learns, after school PDs and to attend off-site workshops when appropriate. • Individualized PD plans are created for teachers to ensure continued improvement. • Carefully made teacher assignments are designed to match teacher talent with school needs. <p>In the very rare event, if a teacher's status was deemed not HQT, the Principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and teacher assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.</p>

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.</p> <ul style="list-style-type: none"> • Teachers will participate in professional learning opportunities conducted by the Network Team, Talent Coach, Content Coaches and Assistant Principals in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas. • The Principal, APs, Coaches and Instructional Lead Teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential Questions, ongoing assessment practices to increase best practices and academic rigor in literacy, math, science and social studies aligned with CCLS. • Implementation of the Core Curriculum "Go Math" for Math will be supported through high quality professional

development for teachers and paraprofessionals delivered by the Principal, Aps, Instructional Lead Network Team Members or the outside educational consultant.

- Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices.
- Provide teachers with intensive staff development in all curriculum areas.
- Utilize key teachers/facilitators, coaches and staff developers to turnkey Central and Network training.
- Utilize seminars and workshops by literacy and mathematics organizations.

Facilitate collaboration among teachers for the purpose of planning instruction and sharing best practices.

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 *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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:

- Professional learning conducted by staff developers in all content areas.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in ELA and Math.
- Supplemental textbook and instructional materials purchased to address student needs.
- After School Program and Saturday AIS in Math and Literacy with a focus on the needs of ELLs and SWDs
- Use of ELA/Math coaches to model lessons for the purpose to improve teaching practices.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leaders including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve schoolwide improvement.

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 PreK –to-K Transition Team including the Principal, AP for 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, PreK teacher teams and 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 from PreK –to- Kindergarten. To ensure seamless transitions, the expectation is that our PreK and Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. Our school embraces a Parents-As-Parents 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 PreK –to- K 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 Pre K program to the 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 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. During Mondays Professional Learning Days the school provides professional learning regarding the use of MOSL assessments and ADVANCE to improve instruction. This is one topic out of many that are conducted during Monday's Professional Learning Day. In addition to MOSL, our school uses several appropriate assessment measures such as common core pre and post unit assessments, classroom assessments and on-line 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 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 template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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.

Parent Involvement Policy (PIP)

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
- Every Tuesday Parent Contact Day

3). PS 95Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Computer classes for parents.

4. P.S. 95Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

- Pearson Reading Street, 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:

- Parent Volunteer Program
- 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, Go Math, MY On Dreambox 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 09/10/2014 and will be in effect for the period of 2014-2015 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2014.

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 2014-2015.

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:
 - September 2014, November 2014, March 2015 and May 2015
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards (3) and Progress Reports (3) will be distributed in fall, spring and at the end of the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Open school day and night
 - By appointment with individual teachers.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents may offer help through the PTA or the classroom teacher.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the

morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

Parent Responsibilities

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

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

Student Responsibilities (revise as appropriate to grade level)

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

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

DBN: 29Q095

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$733,366.26	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$245,869.00	X	See action plan
Title III, Part A	Federal	\$53,192.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$7,331,302.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 095
School Name Eastwood School		

B. Language Allocation Policy Team Composition [i](#) 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 Ms. Kim Hill	Assistant Principal Ms. Estelle Moore
Coach Ms. Grace Tosado	Coach Ms. Carline Paul
ESL Teacher Ms. Montserrat Correa	Guidance Counselor Ms. Flor Martinez
Teacher/Subject Area Ms. Joyce Lopez Soler/ ESL	Parent Ms. Patricia Ramnandan
Teacher/Subject Area Ms. Maribel Burgos	Parent Coordinator Ms. Nasrin Shafi
Related Service Provider Ms. Violeta Butler/ ESL	Other Mr. Steven Unter/ ELL Coord.
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1489	Total number of ELLs	413	ELLs as share of total student population (%)	27.74%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	1	2	1	0	1	1								6
Push-In	10	5	3	5	1	1								25
Total	12	8	5	6	3	3	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	98	7		11						109
Dual Language										0
ESL	279	6		25						304

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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
TOTAL	16	18	17	17	21	20	0	109						

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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
TOTAL	80	81	45	38	34	26	0	304						

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
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/	B													

NYSESLAT Modality Analysis

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	9	10	14	10				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 measurable 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:

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

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 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. **①**
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:			

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

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

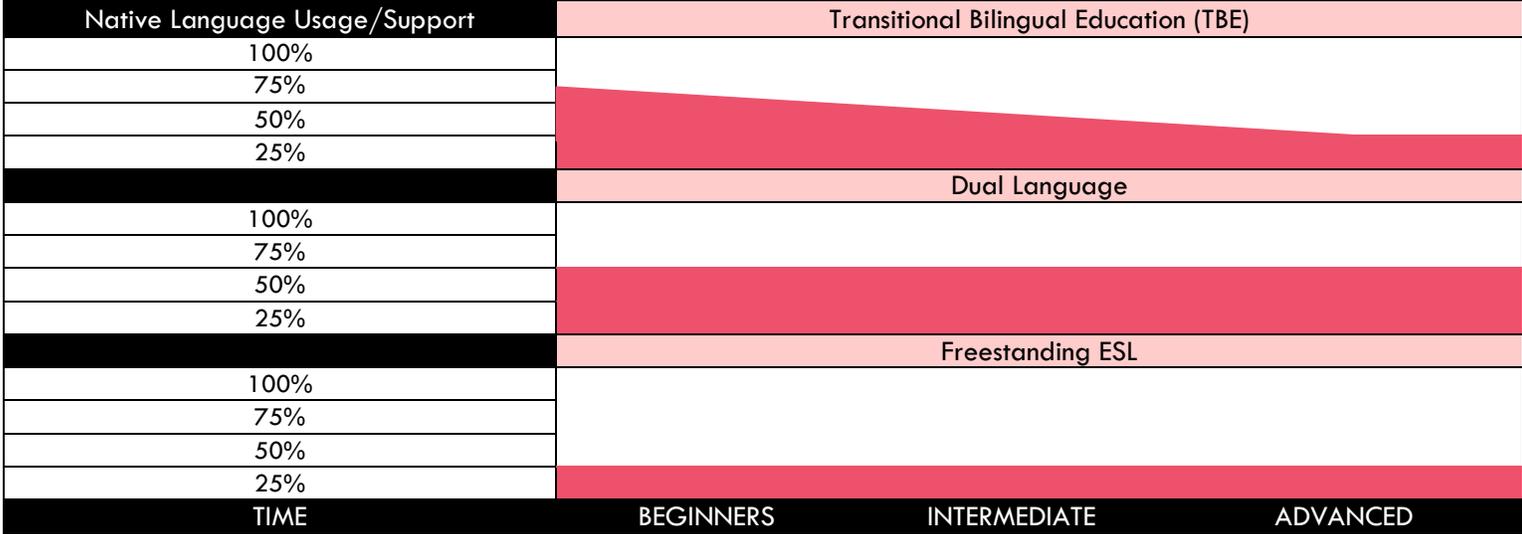
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language 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:

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

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

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

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

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

Part B: Strategies and Activities

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

All documents such as letters, school brochures, registration information, P.T.A. notices, and information given out at general parent meetings are translated into many languages to effectively communicate with our diverse, multicultural school population. Presently, the dominant languages other than English spoken at P.S. 95Q are Spanish 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of 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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III direct instruction consists of an afterschool program and a Saturday program. The afterschool program consists of three classes (Grade Three, Grade Four, and Grade five.) 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, ELA and math scores. The purpose of our program is to improve the overall English language acquisition of our ELLs. In addition, their reading/writing and mathematics skills will also be enhanced. The classes will be held on Wednesday afternoons from 2:30 P.M. - 4:30 P.M. The time will be divided between a literacy component and a math component. The literacy component includes vocabulary, grammar, and reading and writing in the content area. The math component will have an emphasis on problem solving.

The ELL Saturday Program will serve selected ELL students from grades kindergarten through grade two. The classes will be taught in small groups with approximately 15 students. The classes will be held on Saturdays for three hours. The program will begin in November and continue to April 11, 2015. The focus will be on improving English language proficiency in the areas of reading, writing, listening and speaking. The classes will be taught by teachers certified in Teaching English as a Second Language.

In addition to preparing the students for the NYSESLAT, this program will also enhance English language proficiency within the content areas of science and social studies. The content will be taught using a variety of instructional methodologies. For example, teachers will make lessons visual using graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ESL teachers will link new information to the prior knowledge of the student. English Language Learners will receive direct instruction of new vocabulary. Scaffolding activities, including graphic organizers, peer help and videos, will be used to meet rigorous academic standards.

Part C: Professional Development

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 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. The Tuning Protocol gives the educator the opportunity to share student work with colleagues. The educator will receive respectful feedback in terms of warm and cool perspectives. The feedback will give educators insightful strategies to improve instruction. Professional Development will also include teachers sharing their successful lessons and strategies. Through the use of inter-visitations, teachers will be able to share and discuss best practices modeled in the classroom. Professional Development will also include teachers sharing ways of incorporating technology into their lessons. Teachers of the Title III program 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: 11/21, 12/19,1/23,2/27, 3/27 and 4/17.

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. These training sessions appear on our monthly calendars that are sent to parents as well as flyers that are posted around the building. Parents are offered ongoing training sessions at P.S. 95Q in computers, art and English as a Second Language. Parents are also offered training on the Common Core Learning Standards and 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), Parent Teacher's Association (P.T. A.) meetings, and general information meetings that explain the various programs that are used at P.S. 95Q, such as Pearson's Reading Street and GO Math. Most training sessions are given by a P.S. 95Q staff developer, or a

Part D: Parental Engagement Activities

qualified invited guest of the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____