

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q095

School Name:

P.S. 095 EASTWOOD

Principal:

KIM HILL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Eastwood School School Number (DBN): 29Q095
Grades Served: K-5
School Address: 179-01 90th Avenue Jamaica, NY 11432
Phone Number: 718-739-0007 Fax: (718) 480-2819
School Contact Person: Kim Hill Email Address: khill@schools.nyc.gov
Principal: Kim Hill
UFT Chapter Leader: Sheryl Dixon
Parents' Association President: Paul Chester
SLT Chairperson: Maria Pastis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Ave. Queens Village, NY 11428 (Room 217)
Superintendent's Email Address: lmurray3@schools.nyc.gov
Phone Number: (718)264-3146 Fax: (718) 712-1598

Borough Field Support Center (BFSC)

BFSC: Queens 29 Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416
Director's Email Address: mwilks@schools.nyc.gov

917-520-6743

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kim Hill	*Principal or Designee	
Sheryl Dixon	*UFT Chapter Leader or Designee	
Paul Chester	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kayume Khan	Member/ Parent	
Mariela Rivera	Member/ Parent	
Gloria Bullock	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shakiela Peau Paul	Member/ Parent	
April Scott	Member/ Teacher	
Maria Pastis	Member/ Chairperson/Teacher	
Cindy Schneider	Member/ Teacher	
	Member	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1) The Eastwood School ~ P.S. 95Q is a multicultural, multilingual school. There are over 22 different languages represented in our largely diverse school located near Hillside Ave and 179th Street in Jamaica, Queens. We strive to provide a varied and meaningful educational experience in our multicultural environment. Our diverse school community is one of the most identifiable characteristics of our school where 6 of the 7 continents are represented.

Mission Statement:

The mission for P.S. 95Q, to foster academic excellence, is a collaborative effort of staff, parents and students. This school community is also committed to provide ongoing support through the implementation of before, during and after school programs. Our students will be challenged within a nurturing environment through the use of data driven instruction.

Vision Statement:

The vision for P.S. 95Q is to challenge our students intellectually within a nurturing environment. Creating life-long learners, achieving high standards, developing positive social skills such as self-respect and respect for others are fundamental to the success of our school. We envision a multicultural setting that is committed to providing varied and meaningful educational experiences in a diverse collaborative school community that addresses the needs of all students including English Language Learners and special education students.

SERVICE HIGHLIGHTS:

- Monthly Parent Teacher Association (PTA) Meetings and Parent Workshops
- Departmentalized After School
- Saturday K-2 Academy
- Early Riser Program
- Parent/Community Saturday Information/Learning Sessions
- Positive Behavior Intervention Support (PBIS)
- Instructional Team Leadership ~ Facilitators/Teacher & Grade Leaders
- Student Government * Students in Leadership
- Students with Challenges placed in a positive & supportive environment
- Poem in Your Pocket Celebration

- Clubs for Students Initiative
- Upper grade reading to the Lower grade Best Practice
- Grade 5 Departmentalized Model
- Student of Month and Most Improved Initiative
- Building Relationships Between School, Home, and Community-Workshops/Celebrations
- School website
- Monthly School Success Celebrations
- Response To Intervention Program
- Consistent Growth in Math & Literacy
- Community Family Fun Day
- Career & College Readiness Day

- Fruit and Vegetable Program
- Practicing Good Citizenship with Book of The Month
- Digital Bulletin Board For Parent Information
- Kindergarten Orientation & Parent Workshops
- Library Media Center
- Recycling Team Initiative
- Professional Learning Communities to deepen our knowledge of our Chancellor's Great School Framework
- Staff and parent communication
- Family Trips
- Social Committee

ACCOMPLISHMENTS:

Each year over 1500 students call the Eastwood School home. We provide a warm, safe environment where children can grow academically and socially. Through our dedicated staff and our high expectations, we work hard to provide a world-class education that enriches the lives of all of our students. Here are just a few of our many accomplishments:

- Monthly Family Night ~ Community Activities
- Providing a Positive Learning Environment
- Effective & Highly Effective Instruction
- Professional Learning Community Cycles
- Positive Behavior Intervention Systems (PBIS)
- National Junior Honor Society Inductions
- Computers and Smart/Promethean Boards in classrooms
- Monthly Parent Newsletters, Grade Newsletters, Progress Reports
- Recipient of Distinction Awards at District 29 Science Fairs, Green Team and Respect For All
- Awarded a Grant for Green Team & Teaching Garden
- Monthly Saturday Parent Breakfast
- Community Multicultural/Flag Day Parade
- Monthly Seasonal Community Celebrations
- Expanded Physical Education School wide
- Students looking at Student Data Best Practice
- St. John*s University Partnership with (ASK ME) Special Education Targeted Homework Assistance
- English as a New Language (ENL) Parent Classes ~ Volunteer Teachers ~ Teacher Outreach
- K-5 Bilingual & ENL Classes
- Average Daily Attendance of 94%

2) Our student population incorporates over 1,500 students in one of the largest K-5 elementary school in District 29. Our school has over 160 students with special needs and over 320 English as a New Language (ENL) Learners. Our school meets the needs of low achieving children in our low social-economic community. Effectively meeting the needs of an increasingly diverse population of students presents challenges for educators across the NYC region. Increasingly rigorous achievement expectations must be supported with flexible, accessible curricula, offering multiple pathways to success in order to secure opportunities for all of our students.

3) Our school has shown more growth on the School Survey last year in all areas. This is evidence that our collaboration and trust are growing as we progress as a school. Our school also has made tremendous gains in the NYS ELA and Math especially in our level 4s. The key area of focus that is apparent in both NYS ELA and NYS Math is our students' writing. It is our belief that having an increased focus on writing across all content areas will help us strive to success.

Instructional Focus

- All staff and students at the Eastwood School will engage in a collaborative whole school effort to show growth in Writing. Students will develop the skill of finding and using appropriate evidence to support their writing and thinking in all content areas, which will develop their communication skills that support college and career readiness.

29Q095 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1504	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	77.0%	% Attendance Rate	92.6%	
% Free Lunch	69.6%	% Reduced Lunch	1.3%	
% Limited English Proficient	29.2%	% Students with Disabilities	10.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	3.7%	% Black or African American	12.6%	
% Hispanic or Latino	40.0%	% Asian or Native Hawaiian/Pacific Islander	41.8%	
% White	1.4%	% Multi-Racial	0.5%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	5.84	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	28.1%	Mathematics Performance at levels 3 & 4	38.6%	
Science Performance at levels 3 & 4 (4th Grade)	83.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	YES	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our data (2014-2015) for the New York State ELA Exam, we noticed a slightly higher proficiency rating from the previous year. We had a 7% increase in Level 3. Our Level 4s have increased overall by 6 percent. The 2015 item analysis of New York State Testing Program (NYSTP) data indicates the following trends:

- 3rd grade students struggled most with standard 3LR2 (recount stories, including fables, folktales and myths from diverse cultures).
- 4th grade students need extra assistance in 4RI3 (explain events, procedures or concepts)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the reading stamina of our students, as well as, improve various comprehension strategies, our school has implemented a “100 Book” Campaign. With this campaign classes have a goal of reading and analyzing 100 books by the end of the school year. Students also have independent reading goals that will work on both in school at home.

To create stronger arguments and responses in writing, students will develop the skill of using textual evidence to support their ideas. They will articulate ideas and discuss relevant evidence to develop their communication skills.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Increase the rigor of ELA instruction for high performing students by integrating the new Common Core standards during curriculum planning and increase depth of grade level lesson plans which align to our ELA curriculum.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principals, Literacy Staff Developers, Coaches, Grade Level Teacher Teams</p>
<p>Teachers modify guided reading by using more complex mentor texts and learning supports which encourage student autonomy. Teachers will use data trends to set goals for targeted (Level 1s and 2s) student groups. We will have students use context clues for determining the meaning of words and phrases as they are used in text (4RL4) for all students by utilizing the DOK (Depth of Knowledge).</p>	<p>Level 1 and Level 2, SWDs and ENLs</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, AIS Providers, Principal and Assistant Principals, Vertical Teacher Teams</p>
<p>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. Parents can also access their child’s report card and data from NYC School Accounts.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, administration and parents</p>
<p>Work with Data Specialist 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.</p>	<p>Teachers, data specialists and Students</p>	<p>September 2015-June 2016</p>	<p>Data Specialists, Classroom Teachers, Inquiry Teams (k-5), Principal and Assistant Principals</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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, MY ON, Ready Writing and MOSL .

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 (1 day per week) for after school programs and differentiated professional development.

- Tax Levy Core Curriculum Support
- ELA Student Support Funding
- Tax Levy MOSL

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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.
4. Response to Intervention (RTI) and Academic Intervention Support (AIS) teachers meet with classroom teachers on a monthly basis to review AIS/RTI students and their progress.
5. In house, school-wide simulated ELA exams used in Datacation/ Skedula in February will be used as a mid-point indicator.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Most of our students had difficulty in thinking critically and applying these skills to problem solving. Our school had an increase in Level 3s and 4s by 4 % overall but our students with disabilities had a decrease in Level 2s and 3s and an increase in Levels 1s. Based on our finding from the 2014-2015 item analysis data, our students have difficulty in understanding problem solving.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To facilitate students with thinking critically and applying these skills to problem solving, we will increase rigor in mathematics instruction through the use of more technology, math literature and science & social studies to promote understanding of real world problems.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will increase the rigor in Mathematics for our Students with Disabilities as well as our ENLs by utilizing the DOK (Depth of Knowledge) .</p> <p>Teachers will be supported in the use of technology to access data from Think Central (Go Math) as well as the NYS Math exam.</p> <p>Teachers will use data trends to set goals for targeted (Level 1s and 2s) student groups.</p> <p>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.</p> <p>Work with Data Specialist 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 in the NYS Mathematics exam. Taking a closer look at the item analysis and focusing on the needed standards.</p>	<p>Special Education Teachers, General Education Teachers, IEP students, English as a New Language (ENL) learners, Level 1s and 2s students and paraprofessionals</p>	<p>Late Fall 2015 – June 2016</p>	<p>Principal, Assistant Principals, Math Staff Developers, and Teachers,</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Assistant Principals funded under Tax Levy funds and C4E

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school has 63 entering level students, 53 emerging level students, 59 transitioning students, 152 expanding students and 95 commanding students based on 2014-2015 data. This year we have implemented the push-in ENL model in every grade which showed a major improvement with the majority of our ENLs being expanding and a large number of commanding students. Our school needs to promote more cultural literature that will help ENLs connect with prior and background knowledge.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To deepen the knowledge and understanding of key reading strategies and apply them independently across all content areas 100% our of ENL students will be immersed in more culturally diverse literature by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>

<p>ENL teachers provide constant Professional Learning to monolingual teachers about ENL methodologies, strategies and tasks that will increase rigor for the ENLs in the monolingual classroom.</p> <p>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</p> <p>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.</p>	<p>ENL teachers, Monolingual teachers, ENLs</p>	<p>Fall 2015- June 2016</p>	<p>ENL teachers, Monolingual teachers, Supervisor of ENLs, Principal, Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>ENL teachers, Monolingual teachers, Supervisor of ENLs, Principal, Assistant Principals</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>X</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>1. Inquiry Team focus is on ENLs performance in the areas of Reading, Writing, Listening and Speaking across all content areas.</p> <p>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.</p> <p>3. Data will be used to inform the revision/modification of actions and strategies to achieve this goal</p> <p>In February our mid-point benchmark will be to utilize our Pearson and Go Math online assessments.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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 Engage NY.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 50% improvement in teacher effectiveness in Domain 3B (Questioning and Discussion Techniques) as measured by formative feedback reports based on the Danielson research-based framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All staff will receive Professional Development in Go Math, Pearson Reading Street, My ON and utilizing data to help promote student learning.</p>	<p>Teachers, Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Coaches and Staff Developers</p>

Through differentiated instruction based on data, staff can help students with disabilities, English Language Learners meet their learning goals by targeting the sub-skills they need help in.	Teachers, Paraprofessionals	September 2015-June 2016	Principal, Assistant Principals, Coaches and Staff Developers
Parents receive three progress reports, three report cards and are able to meet with staff every Tuesday, as well as phone calls and four Parent Teacher meetings. During this time, staff discuss the student's progress and their focus skills.	Teachers, Paraprofessionals	September 2015-June 2016	Principal, Assistant Principals, Coaches and Staff Developers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1) Based on Journey for Knowledge (JFK) surveys, the school implemented differentiated professional development to all staff members.											
2) Central, Aussie Consultant, Pearson Reading Street Consultants, in house literacy staff developers, UFT Teacher Center Math Coach implement these activities.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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.
Our school staff will participate in Professional Learning Cycles on differentiated topics for 6 weeks at a time. At the end of each cycle, teachers will complete a survey to analyze and provide feedback on further professional learning and the impact on their instructional strategies.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school's academic program as it relates to the Framework for Great Schools - Strong Family and Community Ties is grounded in the parent/community connection where they are immersed in being a team member of our life long learning cycle. As we assess our academic program as it relates to community ties our school displays:

- English as a New For Parents Daily Classes
- Curriculum/Common Core Standards Workshops
- Family/Community Nights
- School Leadership Team
- Community Monthly Diversity Celebrations
- Effective Parent/Teacher Learning Environment Survey

The above assessment of our academic program shows that has been implemented has shown evidence of our strong community ties.

We have recently been awarded the CUNY Bilingual Emergent Student Grant, where our bilingual department will be gaining a deeper knowledge of bilingual education which will in turn support our deficit.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the implementation of various programs, such as Estrellita for Grades K-2 and our CUNY Bilingual Grant Program for Grades K-5, the students will enhance proficiency levels in both literacy and math by 5%. They will continue to promote student diversity while student writing in the students native language as well as English by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research based instructional programs and professional development will include:</p> <ul style="list-style-type: none"> • CUNY Bilingual Emergent Student Professional Learning Sessions, • Estrellita Bilingual Program • Inter-Visitation <p>Strategies developed in the above programs will address our bilingual students needs.</p> <p>To promote stronger family and community ties in support of this goal</p> <ul style="list-style-type: none"> • Parent/Community Workshops in Bilingual Education • Celebration of Diversity Events <p>We will continue to also have our English as a New Language classes for parents within the community.</p>	<p>Bilingual Students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration and Professional Development Team</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources we will leverage to achieve this annual goal will include the CUNY Bilingual Grant and Title III funding.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our baseline assessment for our Community Ties goal is in September. Our mid-point check will be in January as we conduct our Parent Bilingual Survey and Parent/Teacher Bilingual monthly cycles of articulation.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Departmentalized After School (Grades 3-5) <ul style="list-style-type: none"> • Title III After School • Saturday AIS Academy (Grades K-2) • Saturday Enrichment (3-5) • Academic Intervention Services/RTI for Grades 2-5 during the day with AIS Providers. 	Interactive writings, Wilson/ Foundations, Leveled Literacy Intervention (LLI), Mentoring Minds	Small groups of 8-10 students	<ul style="list-style-type: none"> • During the school day • After School • Weekends (Saturday) Pending availability of funds
Mathematics	<ul style="list-style-type: none"> • Departmentalized After School (Grades 3-5) <ul style="list-style-type: none"> • Title III After School • Saturday AIS Academy (Grades K-2) • Saturday Enrichment (3-5) • Academic Intervention Services/RTI for Grades 2-5 during the 	Interactive writings, Wilson/ Foundations, Leveled Literacy Intervention (LLI), Mentoring Minds	Small groups of 8-10 students	<ul style="list-style-type: none"> • During the school day • After School • Weekends (Saturday) Pending availability of funds

	day with AIS Providers.			
Science	<ul style="list-style-type: none"> • Departmentalized After School (Grades 3-5) <ul style="list-style-type: none"> • Title III After School • Saturday AIS Academy (Grades K-2) • Saturday Enrichment (3-5) • Academic Intervention Services/RTI for Grades 2-5 during the day with AIS Providers. 	Interactive writings, Wilson/ Foundations, Leveled Literacy Intervention (LLI), Mentoring Minds	Small groups of 8-10 students	<ul style="list-style-type: none"> • During the school day • After School • Weekends (Saturday) <p>Pending availability of funds</p>
Social Studies	<ul style="list-style-type: none"> • Departmentalized After School (Grades 3-5) <ul style="list-style-type: none"> • Title III After School • Saturday AIS Academy (Grades K-2) • Saturday Enrichment (3-5) • Academic Intervention Services/RTI for Grades 2-5 during the day with AIS Providers. 	Interactive writings, Wilson/ Foundations, Leveled Literacy Intervention (LLI), Mentoring Minds	Small groups of 8-10 students	<ul style="list-style-type: none"> • During the school day • After School • Weekends (Saturday) <p>Pending availability of funds</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, School Psychologist, Social Worker, etc.)	Guidance Counselor, School Psychologist and Social Worker provide services to the At-Risk Students	Guidance and counseling	One to one (Groups of no more than five)	During the School Day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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 to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the DOE 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 Human Resources (HR) Director when vacancies occur • Central Office of Talent and Recruitment partners with colleges and the 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 Professional Learning Cycles(PLC) 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.

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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our school developed a comprehensive professional development plan that addresses CCLS, Danielson, our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers. Our PLC process is based on findings from research of both effective learning and instruction tied to increased student achievement. The PLC encourages teacher collaboration, focuses on learning tied to CCLS standards, uses a systematic improvement strategy and monitors progress of teachers and students.

- Teachers will participate in professional learning opportunities conducted by 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. 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, 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 training.
- Utilize seminars and workshops by literacy and mathematics organizations.
- Facilitate collaboration among teachers for the purpose of planning instruction and sharing best practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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 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 to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from PreK –to- Kindergarten. To ensure seamless transitions, the expectation is that our Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. Our school embraces a Parents-As-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 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.

The Headstar Program Director meets with us in April to discuss and visit the school to ensure the proper transition.

4b. 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 professional development sessions to learn about MOSL and the ADVANCE teacher evaluation system. The MOSL team meets one to two times a month 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 meet

weekly to 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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	744,598.00	X	
Title II, Part A	Federal	247,734.00	X	
Title III, Part A	Federal	50,872.00	X	X
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,715,033.00	X	

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

PS 95 Q Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 95 Q ~ The Eastwood School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 95 Q ~ The Eastwood School]** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

PS 95 Q School-Parent Compact (SPC)

PS 95 Q ~ The Eastwood School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- always try my best to learn.

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: <u>29Q095</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The Title III direct instruction consists of an afterschool program and a Saturday 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

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

Part C: Professional Development

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 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. 	_____	_____

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 29	Borough Queens	School Number 095
School Name Eastwood School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Ms. Kim Hill	Assistant Principal Ms. Angela Cadogan
Coach Ms. Roni Drew	Coach Ms. Lisa Noe
ENL (English as a New Language)/Bilingual Teacher	School Counselor Ms. Flor Martinez
Teacher/Subject Area Ms. Joyce Lopez Soler/ ENL	Parent Ms. Shakiela Peau Pial
Teacher/Subject Area Ms. Correa Jordan/ ENL	Parent Coordinator Ms. Nasrin Shafi
Related-Service Provider Ms. Violetta Butler	Borough Field Support Center Staff Member Mr. Joshua Metz
Superintendent Mr. Lenon Murray	Other (Name and Title) Mr. Pedro Rivera, A.P.

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	13	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	13
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	3	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1486	Total number of ELLs	327	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	1	1	1								0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	327	Newcomers (ELLs receiving service 0-3 years)	313	ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	79									0
DL										0
ENL	234	0		14						0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE	2	15	16	18	13	15								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL			
	ELL	EP	ELL	EP																		
SELECT ONE																				0	0	
SELECT ONE																					0	0
SELECT ONE																					0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	30	24	36	21	14	11								0
Chinese														0
Russian														0
Bengali	12	21	22	9	8	9								0
Urdu	3	4		1	1	4								0
Arabic	2		1	1	1	2								0
Haitian				2										0
French			1						0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	3		2	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	18	8	7	8	13	9								0
Emerging (Low Intermediate)	1	15	15	12	6	4								0
Transitioning (High Intermediate)	8	12	15	9	7	8								0
Expanding (Advanced)	22	31	39	26	15	19								0
Commanding (Proficient)		9	19	30	15	22								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			25	63	26	25								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	19	12	0	0
4	9	34	8	1	0
5	29	18	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	27	10	19	8	9	3	3	0	0
4	27	6	21	4	8	4	3	1	0
5	26	15	15	7	11	2	3	3	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	9	1	10	3	16	9	9	7	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	5	19	15	0	0	0	0	0
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S 95 Q uses Fountas and Pinnell in selected classes to assess early literacy skills for all of our ENLs as well as General Education students. These running records indicate that some of our ENLs can decode and are able to read but need more insight on vocabulary and comprehension. Our school uses Estrellita in the grades K-2 bilingual program. The data will allow us to assess literacy skills in the native language. All beginner and intermediate ENLs receive AIS during the school day. All ENL 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 selected ENL students in grades 3-5, to further assist students with comprehension and the other modalities.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 ENL 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 ENLs need more help in reading and writing while others might need more instruction in listening and speaking.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool is used to see how our ENL students are performing. It shows us that the majority of our ENL students are making progress on the Annual Measurable Achievement Objectives. It shows us which ELL students need Academic Intervention because they are scoring low on the ELA or Math test. It shows us which students are considered long term ENLs and are therefore in need of some extra help.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home 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. There were no ENL students reaching a level 4 in ELA in grades three or five. One ENL student reached a level 4 on the ELA in grade four. In math, we had better results in that in grade three there were nine ENL students that scored a level 3. We also had 3 students in grade three that scored a four. In grade 4, there were eight students at level 3. We also had 3 ENL students at level 4. In grade 5, there were 11 students at level 3. There were three students at level 4. The bilingual classes did notably better on the state math exam, as compared to the ELA, due to the fact that students had the option of taking the exam in Spanish. On the NYSESLAT, which tests more the grammar, syntax and basic English skills, many of our ENLs reached proficiency. Our NYS ELA scores increased in Level 3 and 4 compared with the 2014 school year. We also had ENL students at a higher percent in Level 3 and 4 for the Math than the 2013-2014 school year.

The data from the NYS Science exam shows that nine ENLs in the bilingual class received a level 3 and 7 ENLs received a level 4 due to the fact that the NYS Science exam was in their home language, Spanish. The data from the ELE (Spanish Reading Test) shows that 15 bilingual students are proficient in reading in their home language Spanish.

The bilingual students do better on the grade 3 Math MOSL and the grad 4 Science MOSL because students have the options of taking these tests in their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RTI Guide for Teachers of ELLs*.]

Our ENL students will be given a screener test at the beginning of the school year. That test will be the Gates-MacGinitie Reading Test. Based on that data, our ENL students 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 ENLs in all tiers takes place three times a year (beginning, middle and end of year.)

6. How do you make sure that a student's new language development is considered in instructional decisions?

The Principal has set up a very collaborative administration which ensures that a student's new language development is considered in instructional decisions. 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, 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 ENL students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other 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).

The success of our ENL program is evaluated by looking at several factors. We look at our ENL program in terms of how the students performed on New York State tests including the NYSESLAT, ELA, Mathematics, and science test. Meeting AYP for ENLs is an important goal. We also review data from the MOSL Math, Science and ELA. 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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 NYSITEL exam and a Spanish LAB exam will be administered to the student. The parent is explained the different program choices available for ENL students within the NYC school system. The parent is also invited to stay for an ELL parent orientation or to attend one within five days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
For ENL students that have attended schools in the U.S. for less than twelve months, exams that show two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling are identified as SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering school with IEPs is based on our Language Proficiency Team. Our team consists of our Special Ed Coordinator, ESL coordinator, an ENL teacher and the parent of the student. In order to determine NYSITELL eligibility, the team looks at factors including the student's history of language use in school and at home and assessments in the native language.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
ENL team members will ensure that their ENL students have received entitlement letters. ENL 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.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Through the ENL Parent Orientation and Entitlement letters, parents are informed that they have within 45 days of the student's enrollment to appeal the ENL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
At registration, all parents of potential ENLs are told about the program choices available for ENLs 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL teacher regularly reviews the Parent Surveys and Parent Selection forms. Parents that have not returned letters will be notified by phone. Parents are asked to come in and complete the form. The ENL department also reviews the forms in terms of parent choice to be sure that the school offers what the parents choose.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Those parents that have not returned the form are contacted by our ENL department. They are asked to come to school to complete the form.
9. Describe how your school ensures that placement parent notification letters are distributed.
ESL team members will ensure that their ENL 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.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original ELL documentation such as the HLIS form and Parent Selection and Survey forms are put into the student record card. Copies of these forms are kept in the ENL Coordinator's office and the main office.
11. 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 ENL 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. ENL teachers have a roster of students that need to receive the continued entitlement and transitional support parent notification letters. The ENL teachers will check off that each student has received a form on their roster.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
Organizational models include push-in, and self contained ELL classes. Our classes are heterogeneous; classes consist of students with mixed proficiency levels. Our students receive the mandated minutes that they are entitled to as per their scores on the NYSITELL and NYSESLAT.
 - b. TBE program. *If applicable.*
We have one bilingual class per grade at our school. It is a self contained bilingual class. The Bilingual teacher provides home language instruction (Spanish) as well as ENL instruction.
 - c. DL program. *If applicable.*
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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.
3. Describe how core content is delivered in each program model. 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.
In our self contained classroom, ENL students are grouped together in the class for the entire school day and for all content instruction. The teacher is a certified ENL teacher. The teacher will use ESL methodologies including Total Physical Response, using graphic organizers and using diagrams. In our push-in model, an ENL certified teacher works with ENLs in collaboration with the general education teacher to help with language acquisition. These teachers will plan together. The teachers will use ESL methodologies such as using diagrams, and graphic organizers. The bilingual class is a self contained classroom. The language is Spanish and all native language arts and ENL content is taught by a certified bilingual teacher.
4. How do you ensure that ELLs are appropriately evaluated in their home 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?

There are various assessments that are used throughout the year to ensure that ENL students are being evaluated in all four modalities of English language acquisition. Some of these tests include Pearson end of unit tests, running records, and classroom observation.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Students with Interrupted Formal Education (SIFE) are provided with several intervention services, including Academic Intervention services and Title III after school programs. These services which are offered to all of our ENLs 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. ENLs 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 ENL 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 ENLs receiving services for 4-6 years, differentiated instruction is provided in order to meet their individual learning styles. We also encourage our ENLs to attend our Title III Literacy / Mathematics and Program which embody the various modalities of language acquisition such as reading, writing, listening, and speaking. Our potential long term ENLs 4-6 years also receive ESL services by a licensed English as a Second Language Teacher. Progress of potential long term ENLs 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.

Our former ENLs (1 and 2 years after testing proficient) are eligible for ELL testing accommodations and 90 minutes of English as a new language.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The school ensures that the student's academic progress has not been adversely affected by the re-identification process. Between 6-12 months after the re-identification process has been established the principal will consult with the teacher of the student and the parent of the student. If the parent believes that the student has been adversely affected by the decision, then the principal will provide additional support to the student and may reverse the determination within the same 6-12 month period.

8. 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 ENL 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 self contained or push in model. In addition, AIS instructors do push-in with our ELLs/SWDs to help achieve their IEP goals. Aside from flexible scheduling with AIS

Chart

we offer a Title III After School for these students. All of our classes use the Pearson Reading Street and Go Math Curriculum.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

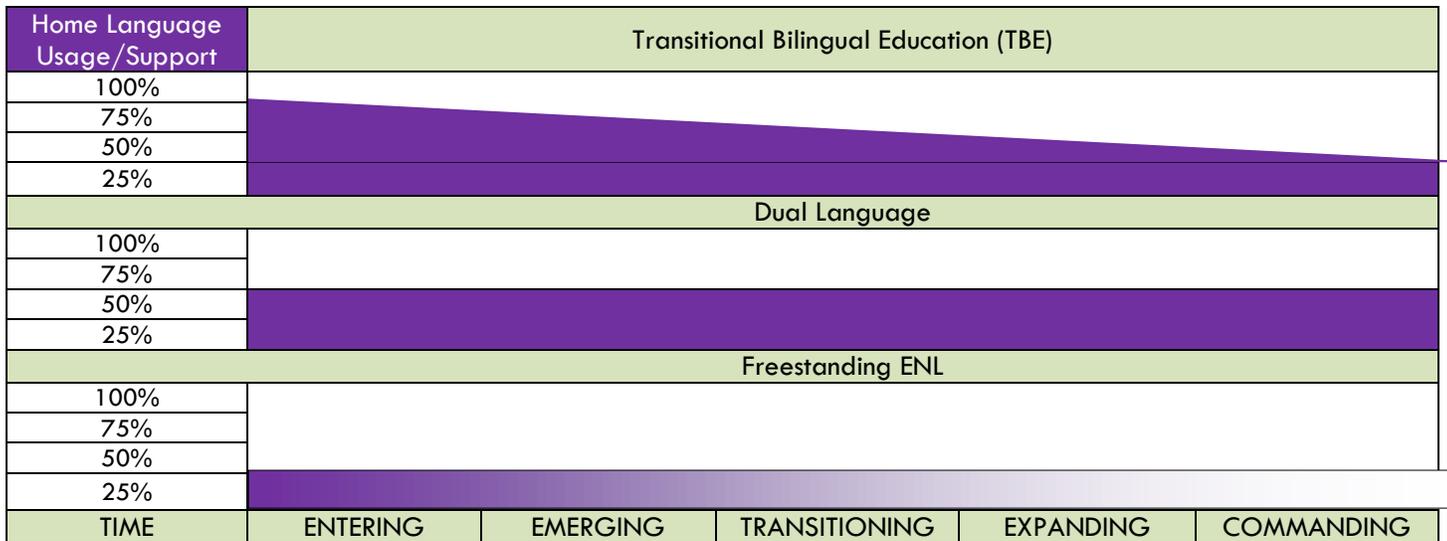


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL students in ELA, math and other content areas include an afterschool program, and Academic Intervention services (AIS) . We offer classes during the February and Spring Recess.
11. 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, teacher observations, portfolios and conferencing notes. Based on the data, ELL students receive differentiated instruction and receive the help that is needed.
12. What new programs or improvements will be considered for the upcoming school year?
We are expanding the use of technology such as Achieve 3000 to more ELL students. We will also increase the use of technology to students.
13. What programs/services for ELLs will be discontinued and why?
Not applicable.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ENL students are considered for each school program that is offered. Some ENL 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 ENL 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Selected ENL students in grades 3, 4 and 5 will use Achieve 3000. Achieve 3000 is a technology based program designed to raise lexile reading levels. We are using MyOn for ELA and Think Central for math that will help the ENL students in the Title III program. Other materials include ELL components in the Pearson Reading Street Program and Go Math series.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school offers a Transitional Bilingual Program. The program features Spanish being taught at least two periods per day. Spanish is taught using the Spanish component of Go Math. In addition, the school uses the Estrelita literacy program for grades K-2 and has other Spanish materials from the National Geographic company.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our school has ENL self contained classes and also ENL Push In models. Our self contained and Push- in classes contain students that are all the same grade and age.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ENL students are offered a placement in our Title III program. Programs such as Title III program, the Reading/ Math afterschool program are all offered to newly enrolled ENL students. As the year progresses, clubs in things such as sports or chess open up. Newly enrolled ENL students are encouraged to participate.
19. What language electives are offered to ELLs?
Not applicable
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 ENL students
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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 ENL 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Support is provided to staff in order to assist ENLs 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 ENLs by utilizing the DOK (Depth of Knowledge). We are training teachers to implement Achieve 3000 , Think Central and My ON, which will improve overall English language ability.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The ENL training for teachers include experienced coaches, coordinators and ENL teachers providing Professional Development at regularly scheduled meetings. Monolingual teachers and ENL teachers will discuss effective ESL methodologies, strategies and tasks that will increase the rigor for the ENL students in the classroom. In addition, ENL and monolingual classroom teachers are sent to outside Professional Development meetings having to do with ENL students including the NYSABE conference.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers will schedule meetings for the parents of ENL students . The parent will be able to meet with the classroom teacher, ENL teacher and bilingual teacher. The parent will also be able to meet with the ESL/Bilingual Coordinator, the testing coordinator and other members of the school cabinet. Translators will be on hand as well.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Bilingual teachers, ENL self contained and ENL push in teachers will keep attendance of those parents that they saw in individual meetings. The teachers will reach out to parents that did not come in for a meeting and work out a time and place for a meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 parents. 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 ELL NYSESLAT Parent Workshop is held at P.S. 95Q, as well as numerous parent testing workshops, throughout the year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes. The Parent Coordinator at school has regularly scheduled meetings with the parents of ENL students. Different community based organizations and agencies will often present at these workshops. Examples of this include the librarian from our local branch coming to our school talking about the services that the library offers to parents.
5. How do you evaluate the needs of the parents? The Parent Coordinator at our school surveys parents in terms of what types of workshops she should conduct. There are also workshops given that all parents can benefit from.
6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities often are in response to the requested activities of the parents.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Kim Hill	Principal		10/20/15
Ms. Angela Cadogan	Assistant Principal		10/20/15
Ms. Nasrin Shafi	Parent Coordinator		10/20/15
Ms. M. Burgos	ENL/Bilingual Teacher		10/20/15
Shakiela Peau Pial	Parent		10/20/15
Ms. Joyce Lopez Soler	Teacher/Subject Area		10/20/15
Ms. Correa Jordan	Teacher/Subject Area		10/20/15
Ms. Roni Drew	Coach		10/20/15
Ms. L. Noe	Coach		10/20/15
Ms. Flor Martinez	School Counselor		10/20/15
Mr. Lenon Murray	Superintendent		
Mr. Joshua Metz	Borough Field Support Center Staff Member _____		
Mr. Pedro Rivera	Other <u>Assistant Principal</u>		10/20/15
Ms. V. Butler	Other <u>ENL Teacher</u>		10/20/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **Eastwood School**
Superintendent: **Lenon Murray**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Bengali, Arabic, Spanish, Urdu, Chinese, Haitian Creole, French, Hindi, Punjabi, Philipino and Farsi.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that require translation:
translations of student admission forms
ELL Parent Orientation Letters
Parent/Teacher Meetings-flyers, agendas
School newsletter/ calendars/principal messages

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Meet the teacher night
Parent -Teacher Conferences
Testing and other various Parent Workshops
Special Assembly Programs

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Identified translation needs will be met by our in-house staff. The Parent Coordinator and other ENL department members are available to provide translation services. In addition, many of our educational assistants are available to provide translation services.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Identified interpretation needs will be met by our in-house staff. The Parent Coordinator and other ENL department members are available to provide interpretation services. In addition, many of our educational assistants are available to provide interpretation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members will be made aware of how to use translation services and the over the phone interpretation service. The Language Access Coordinator will conduct a staff development training based on a webinar that the presenter has viewed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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. There are welcome posters, Parent's Guide to Language Access at the security desk. The security desk also has a Language ID Guide as does the main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys will be used by the Parent Coordinator and school administration to gather feedback from parents on the quality and availability of services.