



THE EASTWOOD SCHOOL ~ PS 95Q

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 29Q095

ADDRESS: 179-01 90TH AVE. JAMAICA NY 11432

TELEPHONE: 718-739-0007

FAX: 718-658-5271

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 95Q **SCHOOL NAME:** The Eastwood School

DISTRICT: 29 **SSO NAME/NETWORK #:** LSO/ICI

SCHOOL ADDRESS: 179-01 90th Avenue, Jamaica, NY 11432

SCHOOL TELEPHONE: 718-739-0007 **FAX:** 718-658-5271

SCHOOL CONTACT PERSON: Dolores M. Reid Barker **EMAIL ADDRESS:** Dbarker@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Dolores M. Reid Barker

PRINCIPAL Dolores M. Reid Barker

UFT CHAPTER LEADER Dale Cohen

**PARENTS' ASSOCIATION
PRESIDENT** Sakina Jennings

STUDENT REPRESENTATIVE
(Required for high schools) N/A

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Lenon Murray

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Dolores M. Reid Barker	*Principal or Designee	
Lenon Murray	Community Suoerintendent	
Dale Cohen	*UFT Chapter Chairperson or Designee	
Sakina Jennings	*PA/PTA President or Designated Co-President	
Nasrin Shafi	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maritza Rodriguez	DC 37 Representative, if applicable	
N/A	Student Representative, if applicable	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 95Q, The Eastwood School, is a multicultural, multilingual school that serves an extremely diverse community located near Hillside Avenue and 179th Street in Jamaica, Queens. Our school is housed in two buildings, the main building and the transportable annex. PS 95Q is the largest kindergarten through grade 5 elementary school in District 29 with a population of over 1,200 students.

The vision for PS 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. PS 95Q is committed to academic excellence through a collaborative effort of staff, parents, and students. Our teacher stability rate is approximately at 90% with an average class size of twenty-nine (29). New teachers receive mentoring for an average of four periods each week by an experienced teacher. Our school provides an enriched and rigorous curriculum that infuses all subjects with a multicultural perspective. Our students are challenged within a nurturing environment using data to drive and differentiate instruction. We strive to provide a varied and meaningful experience in a multicultural setting. This diversity is embraced by all constituents in the school.

Promoting the home/school partnership is an integral part of our school mission because we recognize that active parent school involvement positively impact students and academic performance. Our current bilingual parent coordinator has the responsibility of organizing parent/school partnership activities. PS 95Q is very fortunate to have a very involved group of parents. They participate in Parent Teacher Association (PTA) meetings, as school volunteers, both in and out of the classrooms, and assist with field trips, school performances, special events, and fundraising activities. Information to parents about the educational programs at PS 95Q and how to participate in their child's education is provided through workshops and PTA meetings. Parents have also participated in outside workshops such as Project Liberty through the Long Island Jewish Medical Center, New York State Association of Bilingual Education (NYSABE) Conferences, Hope on Wheels, and workshops in understanding English Language Learners. Finally, English as a Second Language instruction is provided to parents.

Parents are considered our most valued resources as full partners in the education of our Eastwood School students. In order to more effectively engage them in a comprehensive partnership role, we have initiated the Parent Academy that gives parents strategies on how they can help their children with mathematics, science, and literacy. Participants have been encouraged to support school efforts at home through tutoring and take home books and

cassettes on various topics. We will continue to implement the Parent Academy that has provided parents with tools to prepare their children to be life-long learners. In addition, parents are involved in the Every Person Influences Children (PIC) and Learning Leaders Parent Volunteer Training Programs.

Our parent volunteers are actively engaged in numerous supportive roles throughout the school. They assist during morning line-up, lunchtime and dismissal as well as support teachers in the classroom.

There have been several school based organization/agency partnerships with PS 95Q which includes Astoria Federal Savings Bank, School-to-School Connection, The “Virtual-Y” program, Music Outreach, The New York Hall of Science, and The Queens Museum of Art. We are continuing and expanding our connections with local colleges and universities to complement teacher education and social science programs. We continue to collaborate with the teacher training programs from St .John’s University, York College and Queens College of the City University of New York, as well as the State University of New York at Old Westbury. We will continue our collaboration with the New York City Penny Harvest through our Student Council.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Eastwood School ~ PS 95Q				
District:	29	DBN #:	29Q095	School BEDS Code #:	342900010095

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		94.3	94.5	94.8		
Kindergarten	195	212	192						
Grade 1	192	223	230						
Grade 2	215	191	229	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	215	209	203		TBD	TBD	TBD		
Grade 4	201	209	208						
Grade 5	243	204	226	Eligible for Free Lunch:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		78.2	77.0	77.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		3	7	1		
Grade 12	0	0	0						
Ungraded Elementary	0	6	0	Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	1261	1254	1288		29	39	39		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	0	10	1						
No. in Collaborative Team Teaching (CTT) Classes	28	29	4	Principal Suspensions	3	0	1		
Number all others	0	0	0	Superintendent Suspensions	1	1	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	TBD	TBD	TBD
# in Trans. Bilingual Classes	198	145	118	Early College HS Participants	TBD	TBD	TBD
# in Dual Lang. Programs	18	10	15				
# receiving ESL services only	200	219	270	Number of Staff:			
# ELLs with IEPs	2	1	18	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	80	86	85
				Number of Administrators and Other Professionals	8	14	14
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	9	10	14
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.3	0.3	Percent more than two years teaching in this school	67.5	72.1	72.1
Black or African American	17.2	17.6	18	Percent more than five years teaching anywhere	57.5	67.4	67.4
Hispanic or Latino	40.9	39.6	37	Percent Masters Degree or higher	95.0	95.0	95.0
Asian or Native Hawaiian/Other Pacific Isl.	38.7	38.9	40	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.2	97.2
White	2.7	3.6	4				
Multi-racial	N/A	0	0				
Male	49.1	49.0	49				
Female	50.9	51.0	51				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	x	✓	-			
Limited English Proficient	✓	✓	✓			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	6	7	6			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	56.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	3	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	15.6	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	35.5	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	W

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our students' achievement in English Language Arts and Math continues to increase yearly. During the 2007/2008 school year, there was a 7.1% increase in the number of students achieving Levels 3 and 4 in the New York State English Language Arts Exam and a 3.4% decrease in the number of students scoring at Level 1. Our English Language Learners (ELLs) have shown progress in meeting and/or exceeding the standards, and although our ELLs are attaining proficiency in the English language as demonstrated by our New York State English as a Second Language Achievement Test (NYSESLAT) results, a significant number of this student population is still performing on levels 1 and 2. The Special Education students have not met the Adequate Yearly Progress (AYP) this year. In addition, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmark assessments have indicated significant gains for our Reading First K-3 students who have also made significant gains in reading progress.

We use data to analyze and monitor our student progress. Teachers regularly probe the data to identify trends and patterns and provide appropriate differentiated instruction. In grades K-3 we are implementing the Reading First Program supported by America's Choice Writing Program. The data from DIBELS and Early Childhood Language Arts Survey-2 (ECLAS-2) are used to plan and implement instruction. In grades 4 and 5, America's Choice Reading and Writing Programs are being used. Our students are assessed to determine their individual reading levels. Some of our planned strategies for improving instruction and student performance in ELA include the following:

- Enhance the reading programs with leveled classroom libraries;
- Academic Intervention Service teachers implement a focused push-in program for the identified at-risk students during the regular school day;
- Spell Read providers pull out identified students to enhance and increase their skills in phonemic awareness in an integrated approach to instruction;
- The School Inquiry Teams identify the student population and the focused skills in order to work with those students to enhance and increase their skills.

In the area of Social Studies, we developed and implemented a more comprehensive and interdisciplinary approach to teaching Social Studies. Students are provided with instruction that enables them to be more proficient in their understanding of the political,

economical, cultural, and environmental aspects of different societies in the past, present, and future. Our students continue to progress in social studies as evidenced in the increase in our percentages of levels 3 and 4 on the New York State Social Studies Exam for two consecutive school years.

PS 95Q will continue to focus on providing our students with a strong foundation in the scientific method. In science, we will continue to utilize a comprehensive hands-on approach that integrates science and language arts, fostering an inquiry approach to science, and promoting intensive use of portfolio assessments. Our science cluster teacher provides direct instruction to students in grades K-5. The needs of the students in all bilingual classes are addressed by science instruction in Spanish, as well as English. English as a Second Language (ESL) instruction reinforces vocabulary development in English Language Arts, Math, Social Studies, and Science.

The school-based initiative will continue to include professional development in many areas. Data-driven professional development has been implemented with the goal of encouraging a data-driven instructional approach in the classrooms. Teachers have been and will continue to be trained in the use of test data available through McGraw-Hill and Achievement and Reporting Innovation System (ARIS). The coaches will continue to provide ongoing support and training in improving the implementation of best practices in the areas of reading, writing, and mathematics.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Our Annual School Goals for 2008/2009 are:

1. By June 2009, students in grades 3 – 5 will grow academically by 3% in Reading and Mathematics as measured by the comparison of assessment tools - Instructionally Targeted Assessment (ITA), Predictive, and New York State Exams and K-2 by (Dynamic Indicators of Basic Early Literacy Skills) DIBELS and ECLAS-2 assessments.
2. By June, 2009, our English Language Learners will demonstrate an improvement of 3% in English Language as evident by the New York State English as a Second Language Achievement Test (NYSESLAT) and standardized tests.
3. To provide continuous professional development opportunities strategically targeted to and utilizing student performance progress (ARIS, Acuity, DIBELS) to target the differentiated needs of the student as well as teacher needs and interest 50% of the time.
4. To improve school wide attendance with a focus on increasing early childhood (K-2) by 2 % and maintaining the daily attendance rate in grades 3 – 5 at 90%.
5. By June 2009, students with disabilities will improve their academic skills by 2% as demonstrated by the New York State Standardized test.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide continuous professional development opportunities strategically targeted to and utilizing student performance progress (ARIS, Acuity, DIBELS) to target the differentiated needs of the students as well as teacher needs and interest 70% of the time.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> + Schedule common prep, lunch and learns, grade wide inquiry teams, study groups + Work with Data Specialist to deepen staff awareness and understanding of data (soft and hard) + Support teachers in the use of technology to access data from periodic assessments (ARIS, Acuity) + Collaborate with Integrated Curriculum and Instruction staff to enhance our professional development offerings + Mentors, facilitators, coaches, coordinators, lead teachers, assistant principals, consultants, inter-visitations, classroom teachers and cluster teachers. + Grade conferences + Curriculum and Instructional Planning + Scheduled outside PD for selected teachers to turnkey to colleagues. <p>Target Population</p> <ul style="list-style-type: none"> + All teachers and paraprofessionals <p>Responsible Staff</p> <ul style="list-style-type: none"> + Principal, Assistant Principals (3) + UFTTC Staff Developer + Data Specialist + Coaches + Coordinators

	<ul style="list-style-type: none"> ✚ Classroom Teachers ✚ Technology Teachers <p>Timeline</p> <ul style="list-style-type: none"> ✚ Weekly common preps September – June ✚ Lunch and Learn ✚ Reading First Reading Academy ✚ Monthly Meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources</p> <ul style="list-style-type: none"> ✚ Assistant Principals funded through Tax Levy, C4E ✚ Mentors for new teachers funded through Learning Support Organization (LSO) ✚ Literacy Coaches funded through Title 1, C4E ✚ Consultants from RSSC, DOE etc. funded through Title 1 ✚ Conferences ✚ ICI Facilitators ✚ Teacher Release time funded through Title 1 ✚ Substitutes/Coverage of teachers funded through Tax Levy ✚ Inquiry Team funded through Title 1
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> ✚ Evaluate yearly services provided as it applies to student achievement. ✚ Documentation of professional development utilizing sign-in sheets. ✚ Minutes from instructional team meetings. ✚ Evaluate technology use and effectiveness in the classroom through walkthroughs ✚ Coaches logs/programs ✚ Sample model lesson plans ✚ Teacher professional resources ✚ Visitation schedule ✚ ICI Professional Development Calendar ✚ Study Groups

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts (ELA)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By June 2009, students in grades 3 – 5 will grow academically by 3% in English Language Arts (ELA) as measured by assessment tools - Instructionally Targeted Assessment (ITA), Predictive, and New York State Exams and K-2 by (Dynamic Indicators of Basic Early Literacy Skills) DIBELS, ECLAS-2.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> + Schedule common prep, lunch and learns, grade wide inquiry teams, study groups + Work with Data Specialist to deepen staff awareness and understanding of data (soft and hard) + Support teachers in the use of technology to access data from periodic assessments (ARIS, Acuity) + Collaborate with Integrated Curriculum and Instruction staff to enhance our professional development offerings + Fund mentors, facilitators, coaches, coordinators, lead teachers, assistant principals, consultants, inter-visitations, classroom teachers and cluster teachers. + Scheduled outside PD for selected teachers to turnkey to colleagues <p>Target Population</p> <ul style="list-style-type: none"> + All teachers and paraprofessionals <p>Responsible Staff</p> <ul style="list-style-type: none"> + Principal, Assistant Principals (3) + UFTTC Staff Developer + Data Specialist + Coaches (3) + Coordinator + Classroom Teachers + Technology Teachers

	<p>Timeline</p> <ul style="list-style-type: none"> ✚ Weekly common preps September – June ✚ Monthly Lunch and Learn ✚ Monthly Reading First Reading Academies
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources</p> <ul style="list-style-type: none"> ✚ Funds for Data Team through Title 1 ✚ Reduced class size through Contract for Excellence allocation ✚ Inquiry Team funded through Title 1 ✚ Tax Levy funding for substitutes for Inquiry Team meetings on grade levels ✚ Mentors for new teachers through Title 1 ✚ Literacy Coaches ✚ Consultants through Tax Levy ✚ Conferences /Curriculum Planning through Title 1 ✚ ICI Facilitators
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> ✚ Evaluate yearly services provided as it applies to student achievement. ✚ Documentation of professional development utilizing sign-in sheets. ✚ Minutes from instructional team meetings. ✚ Evaluate technology use and effectiveness in the classroom through walkthroughs ✚ Coaches logs/programs ✚ Sample model lesson plans ✚ Teacher professional resources ✚ Visitation schedule ✚ ICI Professional Development Calendar ✚ Study Groups

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Learners (ELLs)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2009, our English Language Learners will demonstrate an improvement of 3% in English Language as evident by the New York State English as a Second Language Achievement Test (NYSESLAT) and standardized tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities Actions/Strategies/Activities</p> <ul style="list-style-type: none"> ✚ English as a Second Language/Bilingual Coordinator will provide professional development to classroom teachers in ESL methodologies. ✚ Outside consultants will be brought in to provide professional development in the area of language acquisition of students. ✚ ESL teachers will collaborate with classroom teachers to ensure continuity of instruction using ESL methodologies as they work with small ELL groups. ✚ ELL students will attend After School (Gr. 3-5) and Saturday (K-5) Enrichment Programs as well as extended day. ✚ ESL teachers will work with students to improve listening, speaking, reading and writing skills in English in small groups. <p>Target Population</p> <ul style="list-style-type: none"> ✚ English Language Learners from grades K – 5. ✚ Responsible Staff ✚ Principal, Assistant Principals (3) ✚ ESL Coordinator ✚ ESL Teachers ✚ Classroom Teachers ✚ Literacy Coaches

	<p>Timeline</p> <ul style="list-style-type: none"> ✚ Weekly Common Preps ✚ Grade Level Inquiry Team Meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources</p> <ul style="list-style-type: none"> ✚ Tax Levy funds will be for outside consultants. ✚ Title III funding of After School and Saturday Enrichment Programs for ELL population ✚ ESL/Bilingual Coordinator to provide training and programming to be funded under Title III/C4E ✚ Literacy Coaches funded under Title I
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> ✚ Benchmark Indicator: '08 NYSESLAT and '08 NYS ELA ✚ Ongoing Assessments: ITA's; Predictives; Portfolios; Teacher assessments ✚ End of Year Indicator; 3% growth as measured in '09 NYSESLAT and a 3% growth as measured in the '09 NYS ELA.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve school wide attendance with a focus on increasing early childhood (K-2) by 3 % and 2% the daily attendance rate in grades 3 – 5.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> + Monitor and track students with chronic attendance + Establish incentives for students and classes that achieve 100% attendance on a monthly basis + Attendance team will meet weekly to analyze attendance data + Parents of absent students will be called by our Dean, guidance counselor, parent coordinator, and family worker as a follow up. <p>Target Population</p> <ul style="list-style-type: none"> + Early childhood students <p>Responsible Staff</p> <ul style="list-style-type: none"> + Dean + Guidance Counselor + Parent Coordinator + Family Worker + Classroom Teachers <p>Timeline: September - June</p> <ul style="list-style-type: none"> + Bulletin Board with daily announcements of classes with 100% attendance + Monthly awards for classes with 100% attendance <p>Resources</p> <ul style="list-style-type: none"> + Parent workshops on attendance given by parent coordinator and Assistant Principals <p>Indicators</p>

	<ul style="list-style-type: none"> + Decreased number of 407s + Increased weekly attendance rate as per the Attendance Report + Learning Environment Survey + Improved overall attendance percentage by 3% for K-2 and 2% for grades 3 – 5 + Daily monitoring of attendance percentage stays at 95% or better
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources</p> <ul style="list-style-type: none"> + Parent workshops on attendance given by parent coordinator and Assistant Principals
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators</p> <ul style="list-style-type: none"> + Decreased number of 407s + Increased weekly attendance rate as per the Attendance Report + Learning Environment Survey + Improved overall attendance percentage by 3% for K-2 and 2% for grades 3 – 5 + Daily monitoring of attendance percentage stays at 95% or better

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, students with disabilities will improve their academic skills by 2% as demonstrated by the New York State Standardized test in grades 3 – 5 and 2% as demonstrated by DIBLES and ECLAS-2 for grades K- 2.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> + Special education teachers + Provide Special Education teachers and providers with continued training in writing Individual Education Programs (IEP) that specifically addresses short-term and long-term goals. + Attending After School, Extended Day, Seen by our AIS teachers + Every classroom that has students with IEPs has a copy of their plan + Teachers will attend professional development sessions to learn how to utilize assessment data to plan for instruction + Provide special education teachers with continues training on SOPM <p>Target Population:</p> <ul style="list-style-type: none"> + Students with disabilities from K – 5 + Identified at-risk students from K - 5 <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> + Principals, Assistant Principals (3) + Staff Developers and Literacy Coaches + Program Coordinators + ICI Support Services

	<p>Timeline:</p> <ul style="list-style-type: none"> ✚ Starting September, 2008 through June, 2009
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources</p> <ul style="list-style-type: none"> ✚ Tax Levy funds for professional development ✚ Title I funds for training of special education teachers ✚ Class size reduction in Grade 4 under the Contract For Excellence (C4E) ✚ Title III and Title I funds for After School Programs and AIS teacher. ✚ Assistant Principals funded under Tax Levy funds and C4E
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress</p> <ul style="list-style-type: none"> ✚ Benchmark Indicators: '08 NYSESLAT; '08 NYS Standardized Tests; DIBELS and ECLAS2 ✚ Ongoing Assessments: ITA's; Predictives; Teacher Assessments; student portfolios; annual reviews of IEP's; annual goals progress reports. ✚ End of Year Indicators: DIBELS & ECLAS-2 (K – 3); NYSESLAT (K-5); NYS State Standardized tests (3-5)

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	148	148	N/A	N/A	11	0	1	0
1	174	174	N/A	N/A	12	2	1	0
2	191	191	N/A	N/A	14	0	0	0
3	136	136	N/A	N/A	28	0	1	0
4	51	51	110	110	32	0	0	0
5	64	64	100	100	35	0	1	0
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: 37½ Minutes/ Extended Day	37½ Minutes/ Extended Day session services all Level 1 and 2 students who are mandated or voluntary. These sessions are scheduled from Monday – Thursday where teachers work on skills based on students’ data.
Voyager Passport <ul style="list-style-type: none"> • Ticket To Read • Phonics • Comprehension 	Fifteen to eighteen students are provided with small group instruction twice a week on Tuesdays and Thursdays from 3:10 PM – 5:10 PM with emphasis on reading in the content areas. During Extended Day (37½) teachers work with small groups. Teachers incorporate the workshop model where a mini lesson is taught for no more than 15 minutes and then students work in small group teacher directed instruction on specific skills and independent reading activities.
Elements of Vocabulary	Fifteen to eighteen students are provided with small group instruction twice a week on Tuesdays and Thursdays from 3:10 PM – 5:10 PM with emphasis on reading in the content areas. During Extended Day (37½) teachers work with small groups. Teachers incorporate the workshop model where a mini lesson is taught for no more than 15 minutes and then students work in small group teacher directed instruction on specific skills and independent reading activities.
Kaplan Spell Read	Kaplan Spell Read is a literacy program for struggling readers in grades 2 and above, which includes special education students, English Language Learners, and students with more than 2 years below grade level in reading. Paraprofessionals provide small group instruction with five students per group five days a week for 55 minutes. With the 55 minutes instruction, 35 minutes focuses on phonemic awareness and 25 minutes of reading.
Harcourt English Language Learner (ELL) Intervention	Eight to ten students in grades K-3 receive small group instruction twice a week on Tuesdays and Thursdays from 3:10 PM – 5:10 PM with emphasis on reading skills using the Harcourt ELL Intervention program. Based on data from DIBELS and TERRA NOVA , this program is designed to provide instruction in different skills for students who need help and practice in English language usage.
Harcourt Intervention	Small group instruction during the 90 minute block for grades K – 3 where specific skills are presented based on student data and needs. Small group instruction for grades 2 and 3 during center part of the literacy block, where classroom

Earobics	<p>teachers can track student progress online. Teachers use DIBELS assessments to drive instruction.</p> <p>Small group instruction in Extended Day and After-school programs</p>
<p>Mathematics: 37½ Minutes/ Extended Day</p> <p>Turbo Math</p> <p>Singapore Mathematics</p>	<p>37½ Minutes/ Extended Day from 2:25 PM – 3:02½ PM services all Levels 1 and 2 students. These sessions are scheduled from Monday – Thursday where teachers work on skills that are based on students' data and needs.</p> <p>Fifteen to eighteen students are provided with small group instruction twice a week on Tuesdays and Thursdays from 3:10 PM – 5:10 PM with emphasis on math skills. Teachers incorporate the workshop model where a mini lesson is taught for no more than 15 minutes and then students work in small group teacher directed instruction on math skills and independent math activities.</p> <p>Singapore Mathematics is a Collaboration of the United Federation of Teachers Teacher Center and The New York Comprehensive Center – Small groups of 5 students in grades K – 3 are taught by our Teacher Center Staff Developer and Academic Intervention Teacher during the course of the school day. This is a math intervention program with a strong emphasis on number sense and operations in the lower grades.</p>
Science:	After School/Saturday Enrichment: In preparation for the NYSA Science test, support is provided to fourth grade students in our after school program.
Social Studies:	After School: In preparation for the NYS Social Studies test, academic assistance is offered to students four days a week before the official school day begins.
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor works with small groups and/or individuals of identified at-risk students to improve self-esteem, peer relationships, and peer mediation.
At-risk Services Provided by the School Psychologist:	For the 2008/2009 SY, our School Psychologist is providing services to At-Risk students.
At-risk Services Provided by the Social Worker:	For the 2008-2009 SY, our Social Worker works with At-Risk students to promote the social-emotional development to enhance academic performance.
At-risk Health-related Services:	For the 2008/2009 SY, we do not have any At-Risk Health-related Services for students.

UPDATED – OCTOBER 2008

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2007-08: 352
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

A: Language Allocation Policy (LAP)-Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Part B CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program _____ Bilingual ___ ESL X Both Number of LEP (ELL) Students Served in 2008-2009: 362

Instructional Program (including brief description of Program # of classes per program, languages of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL related mandates, and use of data to improve instruction.

The Bilingual Program is implemented in all the grades. There are two (2) bilingual classes in kindergarten. Grade one through grade five each has one (1) bilingual class. The languages of instruction are Spanish as a native language and English as a second language. There is one (1) dual language kindergarten class, one (1) dual language second grade class and one (1) dual language third grade class. There is an ESL/Bilingual/Dual Language Coordinator for all of the grades (K-5).

Our English as a Second Language Program employs both the push-in and self-contained model. Kindergarten has one self contained class, first grade has two self contained ESL classes, second grade has one self contained ESL class and third grade has one (1) ESL self contained class. In these classes, the teacher of the class is fully certified in Teaching English as a Second Language and therefore, the students get their ESL requirements from their classroom teacher. The school also has a push-in program in grades kindergarten through grade 5 for those ELL students not in the self contained classes. These students are taught by teachers who have licenses in teaching English as a Second Language.

A. Curricular: All students who need ESL instruction, other than bilingual education students, are serviced by licensed ESL teachers that push in daily for the required periods of ESL instruction, or are serviced in self-contained classrooms by licensed ESL teachers. The students from K-2 receive balanced literacy through the Reading First Program. English as a Second Language instruction meets the city and state standards. The Spanish Reading Strategies, in the bilingual program, utilize the Spanish Harcourt materials in grades K-3. The students in bilingual classes receive balanced literacy in a 60-40 model, which includes sixty percent English Literacy and forty percent Spanish language instruction. P.S. 95Q incorporates the America's Choice Writing Program for grades K-2. The America's Choice Literacy Program is also used for grades three through five for all students. ELL students benefit from this program because there are built in components specifically for ELL students in all of the lessons. The Dual Language presently is a fifty (50) fifty (50) Spanish-English self-contained model. Everyday Math is used across the grades and is supplemented by visuals, games and manipulatives. Both ESL/Bilingual and Dual receive science, social studies and technology instruction.

UPDATED – OCTOBER 2008

B. Extracurricular:

II. Parent/community: P.S. 95Q operates many activities designed to involve parents in the education of their children. ESL classes for parents are given two times during the week. The Parent Volunteer Program in the school provides additional resources for our students. Parents attend monthly meetings and are incorporated into trips and daily cooperative teaching practices in the classrooms. Parents are included in our Library within a School Program as well. The parents of our newly admitted ELL 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/Bilingual Coordinator. Parents are invited to our Open House Family Night, Hispanic Heritage Celebration, Multi-cultural Night, Family Reading Night, the Spring and Winter Concerts, monthly P.T.A. Award meetings, and many other special events that give parents an opportunity to see what is happening in our school. Yearly our parents of English Language Learners attend the New York State for Bilingual Education Conference (NYSABE.) The Eastwood School parents also attend the Citywide Parent Forum at Colombia University. The ELL NYSESLAT Parent Workshop is held at P.S. 95Q, as well as numerous other parent testing workshops throughout the year. In this way, parents are informed of the state standards and assessments.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students prior to the first day of school)

At registration, home language surveys are looked at by the ESL/Bilingual coordinator. Parents of potential ELL's are informed about the various program choices that they can make. Parents are told about the extended day program that serves our ELL students. Parents are informed about the English Language Learner After school programs that will further assist ELL students. Parents are also told about our Saturday Academy that includes English Language Learners. They are also told about the Virtual Y Program that incorporates our English Language Learners in homework help as well as other activities that improve language proficiency.

IV. Staff Development (2008-2009 activities-tentative dates and ELL related topics.)

Staff members will be regularly sent to attend various workshops in the field of English as a Second Language. In turn, staff members that attend these workshops are expected to turnkey information to other teachers at monthly grade conferences, faculty conferences, lunch and learns, or other kinds of meetings. The ESL workshops generally have to do with using data to help the ELL Students, workshops for teaching reading, math and other subject areas for ELL students, and other interesting subjects as well. On Professional Development Days such as Election Day or Chancellor's Conference Day, teachers will receive training on English as a Second Language strategies and methodologies. Professional Development will also include administering the NYSESLAT exam in April.

V. Support Services provided to LEP students.

ELL students receive several support services at P.S. 95Q. Our students receive the mandated services from our certified staff using either a push in, or self contained model. ESL and bilingual teachers are specially trained to use many visuals and hands on instruction and employ ESL methods and strategies with their students. Our long-term Ells who have been here for six years or more receive ESL instruction daily, as indicated by their latest NYSESLAT score. They are provided with intervention services, during and after school to ensure that they attain English proficiency and meet the same challenging state academic content and student achievement standards that all children are expected to meet. ELLs that have been identified as having special needs receive ESL instruction along with other indicated services, such as S.E.T.T.S., counseling and speech.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Our Spanish dominant students take the Spanish Lab to assess their Spanish Language level upon entering school. Our bilingual students take EL SOL for grade K-3, and the ELE in grade 3-5, assessing Spanish reading in this program. The school leadership and teachers go online to get current results of the ELL Interim Assessment. In addition, NYSESLAT data is used for differentiating instruction. NYSESLAT scores are analyzed to find the modality (whether it is Reading, Writing, Listening or Speaking) that need the most reinforcement.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: _____ PS 95Q _____ District _____ 29 _____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
11 Eleven	9 Nine	0 Zero	0 Zero			

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: X Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: X Beginning X Intermediate X Advanced

School District: 29

School Building: PS 95Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10 To: 8:55	Subject (Specify) Literacy	Subject (Specify) Library	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) America's Choice Writing
2	From: 9:00 To: 9:45	Subject (Specify) Literacy-ESL	Subject (Specify) Literacy	Subject (Specify) Literacy-ESL	Subject (Specify) Literacy- ESL	Subject (Specify) Music
3	From: 9:50 To: 10:35	Subject (Specify) Math	Subject (Specify) Literacy- ESL	Subject (Specify) Writing- ESL	Subject (Specify) library	Subject (Specify) Literacy
4	From: 10:40 To: 11:25	Subject (Specify) Math- ESL	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Literacy- ESL
5	From: 11:35 To: 12:20	Subject (Specify) Writing- ESL	Subject (Specify) Math- ESL	Subject (Specify) Math- ESL	Subject (Specify) Math- ESL	Subject (Specify) Math
6	From: 12:30 To: 1:15	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 1:25 To: 2:10	Subject (Specify) America's Choice Writing- - ESL	Subject (Specify) Science- ESL	Subject (Specify) America's Choice Writing- ESL	Subject (Specify) Social Studies- ESL	Subject (Specify) Math-ESL
8	From: 2:10 To: 2:25	Subject (Specify) Vocabulary Development ESL	Subject (Specify) Vocabulary Development ESL	Subject (Specify) Vocabulary Development ESL	Subject (Specify) Vocabulary Development ESL	Subject (Specify) Vocabulary Development ESL
9	From: 2:25 To: 3:02	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) 2:25 Dismissal
10	From: 3:02 To:	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10 To: 8:55	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) Literacy
2	From: 9:00 To: 9:45	Subject (Specify) Literacy-ESL	Subject (Specify) Literacy-ESL	Subject (Specify) Literacy-ESL	Subject (Specify) Literacy- ESL	Subject (Specify) Literacy-ESL
3	From: 9:50 To: 10:35	Subject (Specify) Writing-ESL	Subject (Specify) Math (Prep)-ESL	Subject (Specify) Writing-ESL	Subject (Specify) Social Studies-ESL	Subject (Specify) Lang. Arts-ESL
4	From: 10:40 To: 11:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:35 To: 12:20	Subject (Specify) Math	Subject (Specify) Writing	Subject (Specify) Library	Subject (Specify) Writing	Subject (Specify) Writing
6	From: 12:30 To: 1:15	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
7	From: 1:25 To: 2:10	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
8	From: 2:10 To: 2:25	Subject (Specify) Vocabulary Development	Subject (Specify) Vocabulary Development	Subject (Specify) Vocabulary Development	Subject (Specify) Vocabulary Development	Subject (Specify) Vocabulary Development
9	From: 2:25 To: 3:02	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) 2:25 Dismissal
10	From: 3:02 To:	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify)

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) Grades K-5 **Number of Students to be Served:** 135 LEP 135 Non-LEP 0

Number of Teachers 9 **Other Staff (Specify)** Assistant Principal (1) School Aides (2)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The school language instruction Program for Limited English Proficient students are English as a Second Language given in either a self contained or push in model. The Bilingual students receive English as a Second Language and Native Language Arts Programs in their classes. Dual Language students receive English as a Second Language and Native Language Arts Programs in their classes. All teachers are certified.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers are instructed on the Bilingual and ESL strategies and methodologies to be used in their classrooms. Materials and publishers will be included in the Professional Development to expose teachers to the latest best practices in the area of ESL. Conferences, such as New York State Association for Bilingual Education (NYSABE), will be attended to keep staff up to date on ESL strategies. Teachers who attend staff development sessions outside the building will turnkey information to other teachers at grade conferences, faculty conferences, and at other meetings.

UPDATED – OCTOBER 2008

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$23,520.00	Instruction: 5 teachers(K-5) 4 hours a week x12 weeks@ \$49.00 hr. with fringe = \$11,760.00 - After-school 5 teachers(K-5) 4 hours a week x 12 weeks@ \$49.00 with fringe = \$11,760.00 -Saturday
Purchased services such as curriculum and staff development contracts	\$5,000.00	Professional Development
Supplies and materials	\$15,000.00	Textbooks/Instructional Materials
Travel	\$3,000.00	Non-Contractual Services-Trips
Other	\$6,580.00 \$3,000.00	Supplies Parent Involvement
TOTAL	\$56,100.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The majority of our students speak Spanish. All information, monthly calendars, announcements, notes, messages, newsletters are sent home in English and Spanish. Bengali is also a dominant language at our school and notices are sent home in Bengali as well. P.T.A. meetings, student registration, all parent functions have translators on hand.

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

Our written translation and oral interpretation needs come from many assessments such as the Home Language Survey, Home Language Reports, the Ethnic Survey, interviews with pedagogues, school counselors, school personnel and the parent coordinator. We also take into consideration the requests of our parents. Upon examination of these assessments, we discovered that our school community requires translations, when registering their children and at all parent teacher conferences and P.T.A. meetings. At our monthly P.T.A. meetings and School Leadership meetings, our findings were conveyed to our community members.

Part B: Strategies and Activities

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

All documents such as letters, school brochures, registration information, P.T.A. notices, parent meetings that are part of our school information must be translated into many languages to effectively communicate with our diverse, multicultural school population. Presently, the dominant languages other than English, spoken at P.S. 95Q are Spanish, Bengali and Urdu. We will

meet the needs of our multicultural and linguistically diverse community by using school staff such as the Parent Coordinator, bilingual staff developer, and Parent Volunteers. The following are some of the documents in need of translations:

- Translation of all student admission forms.
- ELL Parent Orientation Letters
- Parent/Teacher meetings-flyers, agendas
- Minutes for all of our parent meetings/ workshops
- Telephone communications
- Counseling information
- School newsletters/calendars, principal messages

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation needs will be met by our in-house staff. The Parent Coordinator and several ESL department members are available to provide interpretation services. Oral translations are available at registration, parent/teacher meetings and conferences. In addition, school aides are available in the main office to assist our parents with translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

There are no barriers in our school's ability to address identified language translation and interpretation needs.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 **875,032.00**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **8,750.32**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **43,751.75**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **97.7%**
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - Provide opportunities for teacher articulation and turnkey of outside training (please see pages 14 – 19, 21 – 23).
 - Please refer to page 41

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy

P.S. 95Q Parent Involvement Policy

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

- 1. P.S. 95Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents’ questions and concerns.

Training for parents and community members will include:

- Support for parents’ understanding of, and participation in instructional initiatives
- Parent literacy development
- *Learning Leaders* Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis and well as supporting the needs of the school's parents at district-wide parent forums and training sessions.

2. P.S. 95 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

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

P.S. 95Q will continue to work with the PTA, SLT, PAC and parent coordinator to provide parents with workshops in any area requested during the day or evening.

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

Title1 K and Reading First

5. P.S. 95Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

The School Leadership Team of P.S. 95Q will continue to monitor compliance with our CEP and evaluation of our parents' involvement in order to improve and provide the best standards based education for our students. Along with the Parent Coordinator, the PTA, and SLT will design an evaluation sheet to be distributed to all parents for suggestions and input into our

- d. **The school will, in partnership with the PTA, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

Our PTA has a resource center that includes videos and booklets on how they can help their children in all different subject areas. In addition, there are also booklets on involvement, behavior and their rights. Our Parent Coordinator also works with parents and provided advice and assistance, workshops and programs for parents and children.

- e. **The school will take the action to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand in a timely manner to ensure that parents will be able to make arrangements to attend.**

All material sent home in a timely manner in an understandable, uniform format. We have two families that have requested letters be in Spanish which is accommodated. Special events are mounted on posters and placed in the cases in front of the school, as well as in the school lobby and throughout the school.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures on original documents. This policy was adopted by P.S. 95Q and will be in effect for the period of September 1, 2008 – August 31, 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2009.

- 2. **School-Parent Compact** – Attach a copy of the School-Parent Compact. *Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective

parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the School - Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

P.S. 95Q School-Parent Compact:

P.S. 95Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 95Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at a morning and evening meeting to accommodate all parents.

3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff. Parents wishing to meet with teachers should contact teachers to arrange a mutually agreeable date and time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents wishing to volunteer should contact the Parent Coordinator for training as a Learning Leader. Parents wishing to observe classroom activities should coordinate a mutually agreeable time and date with the teacher.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.

UPDATED – OCTOBER 2008

- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities
(revised as appropriate to grade level)

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

- Get to school on time
- Respect other students and all adults
- Be prepared for all challenging educational opportunities
- Develop my critical and creative thinking skills
- Complete my homework
- Monitor my television time
- Get to bed on time
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me
- Strive to be an exceptional student

SIGNATURES:

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

3. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The Instructional Team will be implemented during the 2008/2009 school year. It will continue to be composed of the principal, assistant principals, coaches, staff developers, and classroom teachers. It will meet monthly to discuss trends in student performance school-wide and plan adequate measures to address the identified needs based on all student data.

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Formation of inquiry teams on each grade.
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- Implementation of America's Choice Reading and Writing Program for grades 4 and 5 and Writing Program for grades K-5 for the 2008/2009 School Year.
 - America's Choice is a standard based program and is aligned with the English Language Arts standards.
 - Teachers differentiate instruction to meet the needs of all their students.
 - America's Choice Reading and Writing curriculum and Reading First will address the needs of all our students.
 - Please refer to pages 14 – 22.

3. Instruction by highly qualified staff.

- Provide opportunities for teacher articulation and turnkey of outside training (please see pages 14 – 19, 21 – 23).
- Use coaches, highly qualified lead teachers, and math facilitators to conduct lesson demonstrations
- Identify lead teachers to build capacity in literacy and mathematics
- Utilize highly qualified teachers and coaches to attend workshop and seminars in literacy and mathematics to enhance instruction and our school's professional development.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Provide teachers with intensive staff development in all curriculum areas (see pages 14 & 15).
 - Utilize key teachers/facilitators, coaches, and staff developers to turnkey regional training
 - Utilize seminars and workshops by literacy and mathematics organizations
 - Facilitate collaboration among teachers for the purpose of planning instruction and sharing best practices
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Implement an interview process that ensures the selection of state and city certified teachers
 - Continue to collaborate with universities by welcoming student teachers and student observers
 - Encourage paraprofessionals to complete requirements for teaching licenses
6. Strategies to increase parental involvement through means such as family literacy services.
- Provide comprehensive educational opportunities for parents with weekly Adult ESL classes (See Appendix 4 Part B Parent Involvement Policy and Parent School Compact)
 - Educate parents about state exams through Parent Testing Workshops in the morning as well as in the evening
 - Add more languages to list of translated documents
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- Establish and maintain contact with local early childhood program providers
 - Conduct workshops for parents of incoming kindergarteners during the month of June
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Use coaches, staff developers and assistant principals to conduct training on data analysis
 - Coaches, staff developers, and technology teachers can assist in training classroom teachers to retrieve student Acuity assessment data given throughout the school year
 - Coaches will display results of assessments to increase awareness of results
 - Members of the School Inquiry Team will meet with classroom teachers to use the data results in planning differentiated lessons for their class.
 - See page 12 – Needs Assessment and Page 14 Action Plan – Professional Development

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with all intervention and enrichment programs during the day and after-school to ensure that all of our students meet the standards. The measures that are used to identify students are data from teacher assessments, Predictives, DIBELS, ECLAS, Interim Assessments, conferencing notes, running records, scores from previous years ELA and Math exams, etc. All classroom teachers use the data to differentiate instruction. Teachers set short term and long term goals for the students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - Establish preventive measures that involves the dean and guidance counselor to service students in need of behavior modification activities
 - Publish a school wide discipline code of behavior
 - Provide parent workshops with topics that include: ESL and helping students with homework assignments

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
-
- 4. Coordinate with and support the regular educational program;
 - 5. Provide instruction by highly qualified teachers;
 - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - 7. Provide strategies to increase parental involvement; and
 - 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2008

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

For the 2008/2009 School Year, PS 95 started implementing America's Choice literacy program – Reading and Writing for grades 4 and 5, and Writing for Grades K-5. America's Choice is a standard based literacy program that aligns our instruction to the state standards. This is the first step in making sure that all of our lessons are aligned to the standards. Our school uses the Reading First and America's Choice Literacy Program. ESL teachers use the ELL components in these programs. Our school uses the Everyday Math program. ESL teachers will plan lessons following the Everyday math program. ESL teachers plan with the classroom teacher and this ensures that the curriculum is followed.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on conversations and informal observations of ESL teachers, the ESL coordinator has determined that ESL teachers are aware of the Reading First, America's Choice, and Everyday Math Curriculums and are following these programs with their ELL students.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school has engaged in the process of reviewing our current primary curriculum for teaching mathematics and other supplemental math curriculum used for enrichment and remedial support.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Everyday Mathematics is used as the primary curriculum for teaching mathematics to students in grades K to 5. The Everyday Mathematics Program is a standard-based and scientifically tested program that is aligned to the National Council of Mathematics Teachers standard. These National Standards encompasses six content strands and Everyday Mathematics emphasizes a problem-solving approach that develops critical thinking and mathematical communication that includes understanding and evaluating the mathematical thinking and strategies of others. (Everyday Mathematics – Teacher's Lesson Guide 2007). In addition the Planning Guide provided by Everyday Mathematics for New York City (2007) provides alignment to the New York State *process* and *content* strands for each lesson.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8,

UPDATED – OCTOBER 2008

but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school uses the workshop model where there is approximately 10 – 15 minutes of actual teacher directed instruction, also known as the mini –lesson. The remaining 25-30 minutes of the work period is when students work independently or in small groups. During this time, there is the engagement of differentiated student activities where the teacher becomes the facilitator. During the work period, students also work in small groups with the teacher based on data from the student.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As said previously in question 2A.1, our school uses the workshop model in reading and writing where there is teacher directed instruction and afterwards student engagement in differentiated activities to follow up on the mini lesson. We do need to work more on differentiating instruction for our English Language Learners

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will continue to have professional development on differentiated instruction for all the various groupings of students in our classrooms. We will also continue to drive instruction based on the data from our student population.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
The school has reviewed the Quality Review for the 2007 – 2008.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Quality Review for 2007-2008 included a recommendation that support for providing differentiated instruction in the classroom was needed.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The United Federation of Teachers Teacher Center (UFTTC) site person at PS 95Q has created a school-based work plan to support ongoing staff development in differentiated instruction for mathematics for grades K-5. Professional development will be made available during common preparation periods for grade K-5, teacher preparation periods, math instruction and during school wide staff development days. Also a proposal has been written for an after school study group facilitated by UFTTC that will

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

review and explore hands-on lesson plans for differentiated math lessons. The resource for the study group will be Math for All – Differentiating Instruction by Linda Dacey and Jayne Bamford Lynch. Finally, targeted teachers are attending a series of workshops, during the 2008-2009 school year, provided by the collaboration of Integrated Curriculum Instruction – Network 18 and the United Federation of Teachers Teacher Center to support differentiated instruction in mathematics for grades K-8.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Based on the last 3 years at PS 95Q, teacher turnover has been low. We have been able to keep all of our highly qualified teachers and we have also been able to hire teachers who have been subbing for our school.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

UPDATED – OCTOBER 2008

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g. Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although our school has had some participants of the QTEL program, it seems that there are staff members not aware of the program.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

ESL professional development happens at school in meetings such as faculty conferences, grade meetings, lunch and learns and on Professional Development Days. The existence of the QTEL program and other professional development opportunities offered by the districts will need to be addressed.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

UPDATED – OCTOBER 2008

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The ELL coordinator has distributed NYSESLAT scores to teachers that work with ELLS. These scores are disaggregated by Proficiency levels.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ESL coordinator has given out the NYSESLAT data to teachers that work with Ells. In addition, data from ELL Interim exams will also be shared with teachers in a timely manner.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This finding is not applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

For the 2007/2008 school year, our school did not meet the AYP for our students with disabilities, and therefore we have implemented many things in place for this population the 2008/2009 school year. One of the findings that is relevant to our school is the fact that quite a few of our general education teachers are not too familiar with the contents of the IEPs and therefore professional development is necessary to familiarize all teachers with the content of the IEPs. During our Faculty Conference and Chancellor's Professional Development Day this year, we had professional development workshops on the content of the IEPs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

It is important that all classroom teachers, regular education, as well as special education, are familiar and understand what is in the IEP and how to read it. There were many regular education teacher as well as cluster teachers who were unfamiliar with the content of the IEP. We want to education all of our staff members.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- All teachers providing instructional/support services for an IEP student have received a copy of the student's IEP.
- Special Education Paraprofessionals have been provided with access to the respective student's IEP.
 - Professional Development workshops and trainings have been offered to the staff, among them are:
 - * The Educational Benefit Review Process – The IEP Connection (Four Sessions)
 - * IEP Overview (Two Sessions)
 - * PRIM – Pre Referral Intervention Manual (Two Sessions)
 - Instructional Team Meetings
 - Grade Conferences

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

UPDATED – OCTOBER 2008

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Grade Conferences

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 14, 2008** Email address: **dbarker@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	29Q095
School Name	THE EASTWOOD SCHOOL
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 427,505
Principal Name	Dolores Reid Barker
Principal Email	DBarker@schools.nyc.gov
Principal Phone	7187390007

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 102,990
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24
C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24
 C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24
 C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections	Projected Average Class Size 2008-09
C4E Target #1	4	All (ES only)	Students with Low Academic Achievement	28.0	1	28
C4E Target #2						
C4E Target #3						
C4E Target #4						
C4E Target #5						
C4E Target #6						

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 102,990
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

The staff collaborates to continue programs that extend the school day and school week by providing services after school and on Saturday. These programs will reinforce literacy development and mathematical skills. Our programs also provide homework assistance, integration of the arts, decision-making, critical reasoning, problem solving, computer literacy, acquisition of English language skills for (English Language Learners) ELLs, parental involvement, understanding and acceptance of other cultures, cooperation and participation with peers and adults. These programs also help to develop work ethics and value clarifications in order to create life long learners

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

After school AIS and enrichment programs this year have included: • Big 'Y' (YMCA of Greater NY) – Kindergarten to Grade 5 operated five days a week 3-6PM. This is an existing collaboration with a CBO (YMCA of Greater NY). • After School Reading/Mathematics – Grade 3 to Grade 5 and operated two (2) days a week for two (2) hours. • After School Enrichment Program for K-2 for two (2) days a week for two (2) hours. • ESL Intervention Program- Grades 3 to 5 and operated two (2) days a week for two (2) hours. • Grades 3-5 Saturday Enrichment Academy, Grades K-5 ELL Saturday Academy and clubs. • Project Boost provides an enrichment program for high achieving students in Grades 4-5 which meets two hours per week from October until May. • Early Risers Art and Fitness Clubs for selected students during May and June.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
 No

Please describe the program.

We have two - 90 minute literacy and mathematics blocks. Also, we offer intensive individual intervention with three "F Status" teachers and paraprofessionals that work with our Level 1 and 2 students and our English Language Learners (ELLs) population. We offer Singapore Math, Voyager and Spell Read for intervention and next year, we will incorporate Destination Reading as well. The goal of the School-wide program is to incorporate Academic Intervention Services (AIS) in providing differentiated instruction for all students. The implementation and supplementation of AIS are based on multiple assessment instruments. These include diagnostic, standardized, norm-referenced and criterion-referenced tests, review of classroom performance, ECLAS-2, EPAL, ESPET, DIBELS, literacy profiles, portfolios and recommendations of teachers, counselors, administrators, other staff and parents. Data from interim assessment such as Princeton Review has played an important role in constructing a successful AIS Program. AIS teachers/committee members utilize Personal Intervention Plans (PIPs), AIS Student Tracking Forms, Academic Support Team minutes, Academic Support Team Communication with Classroom Teachers, Attendance Rosters, Academic Intervention Team Professional Development Monthly Schedule Plans and Academic Support Information Sheets. Parents are provided with home support strategies and Student Monthly Focus Forms for targeted monitoring of students' progress. The staff assigned to AIS are certified and trained in the areas of mathematics and reading. Academic Intervention teachers work with students who are at-risk of not meeting state standards as determined by their performance on different assessments. Students who are in grades 3, 4, and 5 who failed to meet the promotional criteria are also serviced by AIS teachers. The Spell Read Program, for grades 2, 3, and 4 integrates essential elements of phonemics and phonetics. There is an active reading and writing component. Five students meet with a teacher for a one hour session five days a week. The Woodcock Reading Mastery Test mid-term and final assessments are used for grouping. Reading and Mathematics specialist/facilitators will continue to collaborate with the regular classroom teacher- working together to provide small group instruction. The reading specialists will continue to push-in/pull-out and work with students during literacy instructional time. The reading specialists will continue to plan and provide services to identified at-risk students. Mathematics specialists will plan instruction implementing the math workshop model using the Everyday Math Program as well as Singapore Mathematics. This will permit more time for ongoing assessment to identify needs in the key ideas in mathematics such as mathematics reasoning, numeration and measurement. The goal will be to continue to improve mathematics achievement with at-risk students in the classrooms. The mathematics cluster teachers will reinforce the use of manipulatives/ Everyday Mathematics games. As part of the school reform, we will seek the expertise of our coaches to expand staff development in Literacy and Mathematics.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
 Students with Disabilities
 Students in Poverty
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

This is an expansion of an existing program. The 2007-2008 school year, three "F Status" teachers and paraprofessionals conducted intervention with students. Our educators utilized Spell Read, Voyager and Singapore Math. For 2008-2009 school year, we will expand and also use Destination Reading for intervention.

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Please describe the program.

Our "F Status" teachers, paraprofessionals, coaches, staff developers and AIS staff conduct individual tutoring to target our Level 1 and 2 students as well as our ELL population. Our Inquiry Team, comprised of coaches, classroom teachers and staff developers provide individualized tutoring with our target population

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

We will continue to use and add more paraprofessionals, coaches, staff developers and AIS staff to target and incorporate new programs such as Destination Reading.

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals	\$ 205,980
Instructional coaches for teachers	\$ 15,542
School leadership coaches for principals	

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Please describe the program.

PS 95 Q participates in the Teaching Fellowship Program. The teachers enrolled into this program have mentor teachers who assist them throughout the school year. They give training, support and advice to new teachers.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

New teachers will receive extra professional development as well as support from staff developers, coaches, and grade leaders. They will have many opportunities for professional development through the UFT Teacher Center, the four Chancellor's Professional Development Days, grade conferences and faculty conferences.

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

The literacy and the math coaches have provided a list of literacy and mathematical activities to enhance the curricula and align them to the assessment tools and standards. They have coached teachers and demonstrated instructional techniques in reading and mathematics. They provide assistance with lesson planning and launching centers. They demonstrate the utilization of manipulatives and meet with supervisors regarding the implementation of the new citywide initiative and state standards. A major component of the Reading First program has been the enhancement of teachers' reading instructional strategies. There is a United Federation of Teachers (UFT) Literacy Teacher Center staff developer who supports and provides resources to our classroom teachers. She also assists with and demonstrates lessons for teachers.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

PS 95Q offers many opportunities for training on new programs and support through lesson modeling by our coaches and staff developers. Grade leaders offer help and turn - key to the teachers from their grade on different topics and programs.

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No