



P.S. 111 JACOB BLACKWELL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 111 JACOB BLACKWELL
ADDRESS: 37-15 13 STREET
TELEPHONE: 718-786-2073
FAX: 718-729-7102

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000010111 **SCHOOL NAME:** P.S. 111 Jacob Blackwell

SCHOOL ADDRESS: 37-15 13 STREET, QUEENS, NY, 11101

SCHOOL TELEPHONE: 718-786-2073 **FAX:** 718-729-7102

SCHOOL CONTACT PERSON: RANDY SEABROOK **EMAIL ADDRESS** rseabrook@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Katrina Harris

PRINCIPAL: Randy Seabrook

UFT CHAPTER LEADER: Liam Cleary

PARENTS' ASSOCIATION PRESIDENT: Nanette Blaize

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

CHILDREN FIRST NETWORK
DISTRICT: 30 **(CFN):** CFN #410

NETWORK LEADER: ALTAGRAC SANTANA

SUPERINTENDENT: PHILLIP COMPOSTO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Randy Seabrook	Principal	Electronic Signature Approved. Comments: okay to approve
Liam Cleary	UFT Chapter Leader	Electronic Signature Approved. Comments: approved previously
Jacqueline Poli	UFT Member	Electronic Signature Approved. Comments: okay to approve
Robert Cornejo	DC 37 Representative	Electronic Signature Approved. Comments: okay to approve
Iesha Richardson	Parent	Electronic Signature Approved. Comments: okay to approve
Katrina Harris	Parent	Electronic Signature Approved. Comments: approved previously

* Core (mandatory) SLT members.

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.

P.S./ I.S. 111Q Jacob Blackwell School, CFN#410- Santana Network, CSD #30, is located in the Long Island City section of Western Queens. P.S./I.S. 111Q Jacob Blackwell is a PreK - 8 school. P.S./I.S.111Q currently services approximately 450 students.

Classes are grouped heterogeneously in grades Prek-8. The school is comprised of 11 General Education classes, 5 CTT classes in grades 3-8 and 5 12:1:1 Special Education Classrooms. There are two English as a Second Language teachers who service 65 ELL students through a Push in/Pullout ESL program. There are two full day Pre-kindergarten classes in our school.

School Vision and Mission

Vision

Our school will strive to provide a safe and academically rich learning environment so that all students may strive for excellence and become life-long learners.

Our parents, staff and students will support each other, and provide an environment where students will succeed and flourish academically and socially. Meeting the needs of individual students will be a focus for staff and parents.

Our goal is for all students to become proficient in the core academic skills, the arts and to develop decision making skills, critical thinking skills, independence and positive self-esteem. In addition, students will experience opportunities to develop as participants in their community and to become socially conscious individuals.

Mission

We are a diverse, collaborative school community dedicated to raising the standards of academic achievement for all of our students. Through rigorous standard driven instruction, differentiated learning and high expectations, we will create a community of socially conscious, life-long learners who are prepared to function productively in the world.

CURRICULUM /INSTRUCTION

P.S./ I.S. 111Q was awarded a Federal Grant to implement the Reading First Early Literacy Program in grades K – 3. This program utilizes Harcourt Trophies Reading Materials to encourage student learning in phonics, phonemic awareness, and fluency, comprehension,

and vocabulary development. A full time Reading First Coach works with K-3 classroom teachers to monitor implementation, train staff and assess student achievement.

A Balanced Literacy Program is implemented in grades 4-8. The Readers and Writers Workshop format is used to engage students in literacy activities during a 90 minute Literacy Block daily. Classroom libraries, small class sizes and academic support personnel (paraprofessionals, City Year volunteers) support literacy instruction. The 100 Book Challenge Program provides supplemental leveled libraries along with student incentives and skills practice for each classroom in grades 3-8. This initiative provides 3000 titles for circulation in grades 3-8 through a Leveled Book Lending Library.

Grades K-5 utilizes the Everyday Math curriculum. In Grades 6 - 8, Math teachers use the Impact Math curriculum for Middle School. A 90 minute Math Block has been instituted for math instruction. P.S./I.S. 111Q Administrators, Parent Coordinator and classroom teachers receive Math professional development through the Hunter College Math Institute funded by the Title IIB Math Partnership Grant for District 30 schools.

P.S./I.S. 111Q has a Library Media Center located on the first floor that is staffed by a licensed Library Media Specialist. Our Library contains teleconferencing equipment , 4 desktop computers available to students and parents, as well as a laptop bay of 30 laptops .

The City Council with the support of Councilman Eric Goia allocated funds to build a Dance Studio for our students in 2005. Currently, students receive dance instruction through Dance residencies from Danza Fiesta - and Alvin Ailey Dance Kids – funded for the 2010- 2011 school year by City Councilman Jimmy Van Bramer.

P.S./I.S. 111Q has 2 full time Science Cluster teachers who provide science instruction to grades K- 8 in our second floor Science Lab and Greenhouse. The Science Lab is equipped with teleconferencing equipment and a Smart board.

Cluster teachers provide on-going instruction in art, Spanish, computer, social studies, science and gym. The Art cluster teacher provides art instruction for all grades. Students participate in citywide contests and school exhibitions, such as our Annual Student Art Fair held in June.

PS/IS 111 Q will continue to follow The New York State Social Studies core curriculum that develops an awareness in students of their place in the world through the use of maps, texts, newspapers and art. The school has 2 full-time Social Studies cluster teachers –Elementary and Middle School. Classroom teachers in all grades receive professional development in the area of Social Studies.

English Language Learner (ELL) students are serviced by two certified ESL teachers in a Free Standing English as a Second Language Program. Students are pulled out to facilitate small group instruction and ESL teachers push- in to classrooms during Literacy and Math instruction to assist ELL students in accessing the curriculum in their class. ELL specialists provide specialized instruction, promoting language development. This is accomplished through enrichment opportunities and experiences such as multi-media, multi-sensory, multi-cultural, and inter-disciplinary activities based on the ESL Performance Standards.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA and mathematics. Intensive guidance and support services are provided to assist students who are experiencing adjustment issues that prevent them from making adequate and appropriate academic and social progress. The school has developed the following intervention programs: During the school day small group

instruction is provided by 4 push-in teachers to students in grades 1 through 8. One of the teachers provides small group math instruction to students in grades 3 - 8, while the other AIS teachers use the Voyager Passport Program and Harcourt Interventions. Students will be serviced according to their level of proficiency on the NYSELAT by the ESL teachers.

Guidance services are available to students through an on-site guidance counselor and Project Share. Students and their families are provided with on and off-site mental health services through a partnership with Western Queens Consultation- a community based mental health provider funded by a Federal Grant.

A full time Literacy Coach supports teachers as they seek to achieve educational improvement for all students. The support consists of conferencing, modeling, viewing lessons, and promoting the use of state of the art technology, Internet access and providing research relevant to their professional needs. In addition, the Coach provides in-class support in standardized testing, classroom management, instructional and behavior modification strategies. Modeling of instructional strategies and mentoring of teachers occurs in the classrooms.

P.S./ I.S. 111Q takes a continuous improvement, data driven approach to improving student performance, using, student assessment data from ACUITY, ARIS, SCANTRON, NYSELAT/LAB-R, NYS ELA and MATH item analysis, portfolio assessment and other indicators. This will identify and address student areas of need and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. Lower grades (K-3) will use ECLAS 2, DIBELS, and DIBELS 3D as assessments to drive instruction. These assessments will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs.

Our Super Start Program funds a Family Room, where parent involvement activities and workshops are conducted on a regular basis. Parents are actively encouraged to attend and participate in special programs such as Back to School Night, award ceremonies, student performances, and membership on the School Leadership Team as well as sub-committees. Learning Leaders provide training to any parent who would like to become a school volunteer. Our continuing efforts will focus on strengthening the home/school relationships and increasing parent and community involvement

There is an Attendance Improvement program in the school called the Care Team. This program is designed to improve school-wide attendance by using strategies that include home visits, telephone calls to parents following a child's absence and guidance services. Students are also provided with incentives such as trips, certificates, and ice cream and pizza parties for good attendance, behavior and class work. Additional counseling services, sponsored by Partnership With Children are provided to at-risk students.

Technology is infused into every curricular area through the use of in classroom computers, 4 mobile laptop bays, a computer lab, Library Media Center and Science Lab. The Technology Liaison/ Data Specialist provides appropriate grade level instruction to students and staff in the use of technology as a tool and to create projects. Students in grades 2-8 participate in District 30 Technology IID Grant projects.

Citigroup has been of invaluable support to the students and staff of P.S./I.S. 111Q for many years. Citicards, a division of Citigroup, organizes extensive volunteer projects in P.S. 111Q to enhance and enrich the educational experience for our students.

P.S. 111Q has been a proud partner of City Year for 5 years. A group of young adults volunteer to donate a year of their lives to community service.

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." Pre-populated SDAS data is updated twice yearly. 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:		P.S. 111 Jacob Blackwell							
District:	30	DBN #:	30Q111	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" 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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
Pre-K	33	29	36		89.5		91.2	TBD	
Kindergarten	44	37	41						
Grade 1	66	54	55	Student Stability - % of Enrollment:					
Grade 2	59	54	58	(As of June 30)	2007-08		2008-09	2009-10	
Grade 3	54	50	54						
Grade 4	49	50	58						
Grade 5	54	41	45	Poverty Rate - % of Enrollment:					
Grade 6	26	44	34	(As of October 31)	2007-08		2008-09	2009-10	
Grade 7	19	22	34						
Grade 8	0	10	21						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08		2008-09	2009-10	
Grade 11	0	0	0						
Grade 12	0	0	0						

Ungraded	8	0	4	Recent Immigrants - Total Number:				
Total	412	391	440	(As of October 31)	2007-08	2008-09	2009-10	
					9	12	13	
Special Education Enrollment:								
Suspensions: (OSYD Reporting) - Total Number:								
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10	
# in Self-Contained Classes	22	27	34	Principal Suspensions	66	63	TBD	
# in Collaborative Team Teaching (CTT) Classes	39	43	35	Superintendent Suspensions	8	7	TBD	
Number all others	19	16	15					
<i>These students are included in the enrollment information above.</i>								
Special High School Programs - Total Number:								
(As of October 31)				2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		0	0	
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0	
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.				
# receiving ESL services only	52	65	80	(As of October 31)	2007-08	2008-09	2009-10	
# ELLs with IEPs	8	7	22	Number of Teachers	51	54	TBD	
<i>These students are included in the General and Special Education enrollment information above.</i>								
Number of Administrators and Other Professionals				11	13	TBD		
Number of Educational Paraprofessionals				6	5	TBD		
Overage Students (# entering students overage for grade)								
Teacher Qualifications:								
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD	
% more than 2 years teaching in this school				52.9	63	TBD		
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		43.1	40.7	
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or	84	87	TBD	

American Indian or Alaska Native	0.5	0.5	0.5	higher % core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.7	100	TBD
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Black or African American	50.5	41.9	38.2	
Hispanic or Latino	39.8	48.8	48.4	
Asian or Native Hawaiian/Other Pacific Isl.	3.2	4.1	4.3	
White	6.1	4.6	6.6	
Multi-racial				
Male	49.8	50.6	49.5	
Female	50.2	49.4	50.5	

2009-10 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"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR identification: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation 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	Progress Target
All Students	√	√	√				

Ethnicity			
American Indian or Alaska Native	-	-	
Black or African American	√	√	-
Hispanic or Latino	√	√	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-
White	-	-	-
Multiracial		-	
Students with Disabilities			
Students with Disabilities	Ysh	√	-
Limited English Proficient	√	√	-
Economically Disadvantaged	√	√	
Student groups making AYP in each subject	6	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:
Overall Score	85.1	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	18.6	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	47.5	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	9	Quality Statement 5: Monitor and Revise

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your 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 implications 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?

A review of grade K-3 Reading First DIBELS Assessment data has resulted in the following findings in relation to Literacy development in grades K-3:

KINDERGARTEN

BOY Needs assessment and Data findings:

Number of students tested: 49			
Areas of focus	Initial Sound Fluency	Letter naming fluency	

Results expressed as high-middle-low

Area	Status	Percentage	Number of Students
Initial Sound Fluency	High Risk	18%	9
Initial Sound Fluency	Middle Risk	24%	12
Initial Sound Fluency	Low Risk	58%	28
Letter naming fluency	High Risk	18%	9
Letter naming fluency	Middle Risk	29%	14
Letter naming fluency	Low Risk	53%	26

Grade-wide overall register in terms of **Intensive-Strategic-Benchmark:**

Intensive	20%	Strategic	39%	Benchmark	41%
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Last year, the DIBELS data indicated that Kindergarten achieved a 16% growth in the percent of benchmark students, closing out the year with 67% of the students at benchmark. We closed last year 10% lower than the previous school year. We recognize that more opportunities for oral language development, independent reading and writing are essential to the movement toward reading (benchmark). This is in addition to teaching letter naming fluency and initial sound fluency. It is expected that these students will make the necessary progress as readers.

FIRST GRADE

BOY Needs assessment and Data findings:

Number of students tested: 47			
Areas of focus	Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense word fluency

Results expressed as high-middle-low

Area	Status	Percentage	Number of Students
Letter Naming Fluency	High Risk	26%	12
Letter Naming Fluency	Middle Risk	17%	8
Letter Naming Fluency	Low Risk	57%	27
Phoneme Segmentation Fluency	High Risk	21%	10
Phoneme Segmentation Fluency	Middle Risk	60%	28
Phoneme Segmentation Fluency	Low Risk	19%	9
Nonsense word fluency	High Risk	30%	14
Nonsense word fluency	Middle Risk	26%	12
Nonsense word fluency	Low Risk	44%	21

Grade-wide overall register in terms of **Intensive-Strategic-Benchmark:**

Intensive	28%	Strategic	15%	Benchmark	57%
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The findings above indicate that 57% of grade 1 students are starting the year at benchmark. This is the same as last year. Compared to Kindergarten EOY, this is 10% lower. Over the years, the percentage of grade 1 benchmark students declined by the end of the year (except for year 2). Last year EOY 56% students were at benchmark. There was a 1% decrease in benchmark students from MOY to EOY. Staff stability had a positive influence on the overall growth in the number of benchmark students since 2006. The data indicates a 19% decrease in the number of strategic students, and a 17% increase in the percent of intensive students in grade 1 this year.

Instruction on improving in the area of phonemic segmentation will lead the students to improving their fluency in the subsequent literacy areas. Teachers will be more selective in using the components of the core curriculum. Teachers will extend reading through journal writing, book reports and book responses. Grade 1 teachers will increase their focus on independent reading.

SECOND GRADE

BOY Needs assessment and Data findings:

Number of students tested: 54	
Area of focus	Oral Reading Fluency

Results expressed as high-middle-low

Area	Status	Percentage	Number of Students
Nonsense word fluency	High Risk	53%	16
Nonsense word fluency	Middle Risk	27%	8
Nonsense word fluency	Low Risk	20%	6

Oral Reading Fluency	High Risk	46%	25
Oral Reading Fluency	Middle Risk	19%	10
Oral Reading Fluency	Low Risk	35%	19

Grade-wide overall register in terms of **Intensive-Strategic-Benchmark:**

Intensive	46%	Strategic	19%	Benchmark	35%
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The DIBELS data above indicates that 35% of grade 2 students are starting the year at benchmark which is the same as last year. 19% of grade 2 need strategic intervention and 46% of grade 2 students need intensive intervention instruction.

The DIBELS data indicates that from BOY to EOY, grade 2 achieved 4% and 6% growth in benchmark students during 2 recent years and a decline of 1%, 8% or 22% in other years. With the exception of this year, grade 2 has made a steady incline in the percentage of benchmark students at the start of the school year. Last year, grade 2 sustained gains in the percentage of benchmark students from BOY to EOY.

We acknowledge that the percentage of students that are mid-to-high risk in the area of nonsense word fluency is high and has a negative impact on their oral reading fluency. Students will receive instruction to develop a command in the areas of phoneme segmentation and nonsense word fluency. Teachers will use book reviews and conference notes to monitor and build comprehension skills. We will focus on the integrity of work stations and independent reading.

THIRD GRADE

BOY Needs assessment and Data findings:

Number of students tested: 65	
Area of focus	Oral Reading Fluency

Results expressed as high-middle-low

Area	Status	Percentage	Number of Students
Oral Reading Fluency	High Risk	37%	24
Oral Reading Fluency	Middle Risk	20%	13
Oral Reading Fluency	Low Risk	43%	28

Grade-wide overall register in terms of **Intensive-Strategic-Benchmark**

Intensive	37%	Strategic	20%	Benchmark	43%
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Grade 3 is starting the year at 43% benchmark students, which is the highest BOY percentage we've had since beginning the Reading First program. Grade 3 benchmark students have made the smallest incline over the years (BOY through EOY) except for a 20% gain 4 years ago, and only a 7% gain last year. By looking at the activities and the progress monitoring of the K-2 students, we will be able to help them increase their performance at benchmark. The number of intensive students continues to decline.

The oral language fluency data, combined with the new Reading 3D comprehension/reading level data and the 100 Book Challenge program will help us to ensure that students are reading on appropriate book levels and are constructing meaning when they read.

General

A more uniform and multi-sensory system for supporting students has been developed. Below is a list of the resources/services that are available:

Recorded books on tape

'Starfall' computer programs
 Workstation activities (which includes the books on tape and computer program)
 Academic Intervention Services
 Extended Day enrichment/intervention
 Independent reading

The accompanying chart outlines how the resources will be used.

Targeted Students	Provider	Instruction	When/Frequency
Strategic students (1and 2)	Extended day teacher	Voyager	4x extended day
Intensive students (1and 2)	Extended Day Teacher	Sounds In Motion	4x extended day
Intensive and strategic students	Classroom teacher	Guided Reading and Harcourt Intervention Kit	5x reading block
Intensive, strategic and benchmark	Classroom teacher	Reading First Explicit Instruction	5x reading block
Intensive, strategic and benchmark	Classroom teacher	Workstations	5x reading block
Benchmark students	Classroom teacher	Independent Reading and Guided Reading	5x reading block
Benchmark students (1-2)	Classroom teacher	Harcourt Enrichment Guide, guided reading and Independent Reading	4x extended day
Grade 3 students	Classroom teachers	STARS and 100 Book Challenge	4x extended day
Grades 2 and 3 students	Classroom teachers	100 Book Challenge	At least 5x a week during the course of the school day

- Progress monitoring will be administered at the recommended rate of frequency to allow teachers to get feedback as to whether workstation activities are helping the students improve.
- Workstations will be changed more frequently based on the progress monitoring.
- Reading 3D will be administered to all students. This assessment which includes running records will ensure that students select books on their independent reading level.
- English Language Learners will continue to be supported in instruction with the push in/pull out model.
- Administration will meet with teachers individually to discuss their use of the data.
- Teachers will focus on challenging benchmark students.

Kindergarten:

- Analyzing data and aligning to the Common Core State Standards.
- Increase student involvement in interactive and independent writing activities
- Continued use of 'Foundations' for all at risk students
- Daily Read Alouds to increase comprehension and fluency
- Rereading of familiar books using self-monitoring and self-correcting strategies

- Increase vocabulary development through the use of interactive word walls and vocabulary activities
- Daily instruction in phonemic awareness and phonics
- Continued professional development on the five components of reading instruction
- Share analysis of assessment data with stakeholders and create appropriate plans based on student needs
- Employ implicit and explicit data driven instruction supported by the NYS Standards
- Placement of experienced teachers in Early Childhood grades
- Bi-monthly progress monitoring for intensive and strategic students
- Use of differentiated reading work stations addressing the needs of all students
- Continued in-classroom support from Tier II Coach and Administration
- Use of Voyager intervention
- Sounds In Motion – Phonics intervention
- Institution of common planning time
- Increase inter-visitation and intra-visitation efforts
- Increase parent participation in the educational process
- Use of technology and appropriate software to foster language and literacy development

First Grade:

- Analyzing data and aligning to the Common Core State Standards.
- Immediate identification of students requiring intervention strategies
- Continued use of the “Foundations” program for all Reading First students
- Bi-monthly progress monitoring of intensive and strategic students
- Use of leveled libraries to increase student’s reading comprehension
- Monitoring of AIS students to observe student growth
- Increase parent participation in the educational process
- Establish opportunities for articulation between grades
- Continue teacher inter-visitations to model classrooms
- Use of differentiated reading work stations and small group instruction addressing the needs of the students
- Use of technology and appropriate software to foster language and literacy development
- Continued professional development on the five components of reading instruction
- Use of Voyager intervention
- Continued in-classroom support from the Tier II Coach and Administrators

Second and Third Grade:

- Analyzing data and aligning to the Common Core State Standards.
- Continue professional development and target specific areas of concern
- Ensure that all teachers become proficient in implementing data driven instruction using the five components of reading
- Early detection of students requiring AIS services
- Use of Voyager intervention
- Use of leveled libraries to strengthen students’ reading abilities
- Use of assessment data to plan differentiated reading activities meeting the needs of all students
- Provide opportunities for students to increase their reading stamina and endurance
- Provide scaffolding opportunities for students to promote student independence

- Provide professional development to reinforce literacy strategies during content area instruction
- Continue teacher inter-visitations to model classrooms
- Provide opportunities for articulation among all service providers
- Increase parent knowledge and participation in the educational process
- Use of technology and appropriate software to increase language and literacy development
- The Teachers' College Project is designed to build student achievement by developing the skills areas. Since both grades struggle in the area of critical analysis, deeper work is required. When implementing the program, teachers will: spiral work from this category, develop higher order thinking questions, design higher level activities, etc.
- Acuity testing results establishes the implications for instruction.
- Participation in the 100 Book Challenge program.

GRADE 3-8 NEEDS ASSESSMENT

A review of grade 3-8 NYS and NYC assessment data, both formative and summative, has yielded the following findings:

ELA

A review of 2009 – 2010 State ELA assessment data indicated a decreased achievement performance trend in levels 3 and 4 for all students tested in grades 3 -8.

2009	(Level 3 and 4)	56.5%
2010	(Level 3 and 4)	19.6%

Decrease - 36.9%

There was an increase in the number of students tested who performed at level 2 on the NYS ELA exam.

2009	(Level 2)	38%
2010	(Level 2)	53%

Increase - 15%

A review of the performance of individual grades on the NYS ELA assessment indicated the following:

The percentage of students in grade 3 achieving level 3 and 4 on the NYS ELA decreased by 21% from 2008-2009 to 2009-2010. In 2009, 45% of gr. 3 students tested achieved level 3 and 4 on the NYS ELA. In 2010, 24% of grade 3 students tested achieved level 3 and 4.

The percentage of students in grade 5 who achieved level 3 and 4 on the NYS ELA decreased by 27% from 2008-2009 to 2009-2010. In 2009, 49% of gr. 5 students tested achieved level 3 and 4 on the NYS ELA. In 2010, 22% of gr. 5 students tested achieved level 3 and 4.

The percentage of students in grades 4, 6, 7 and 8 who achieved levels 3 and 4 on the NYS ELA decreased significantly from 2009 to 2010.

	<u>2009</u>	<u>2010</u>	<u>Decrease</u>
Gr. 3	45%	24%	21%
Gr. 4	64%	12%	52%
Gr.5	49%	22%	27%
Gr.6	64%	26%	38%
Gr.7	62%	25%	37%
Gr.8	60%	5%	55%

MATH

A review of 2009-2010 NYS Math Assessment data indicated a decrease in achievement in levels 3 and 4 for all students tested in grades 3-8. There was a 50.3% decrease in the number of students performing at levels 3 and 4 from 2009-2010.

<u>2009</u>	<u>2010</u>	<u>Decrease</u>
75.3%	25 %	50.3 %

There was a 32% increase in the number of students performing at level 2 from 2009 – 2010.

<u>2009</u>	<u>2010</u>	<u>Increase</u>
20%	52%	32%

A review of the performance of individual grades on the NYS Math exam indicated the following: The percentage of students in grade 4 achieving level 3/ 4 on the NYS Math exam decreased by 41.8 % from 2008 – 2009 to 2009- 2010. In 2009, 62.5% of grade 4 students tested achieved level 3 and 4 on the NYS Math exam. In 2010, 20.7% of gr. 4 students tested achieved level 3 and 4 on the NYS Math Exam.

<u>2009</u>	<u>2010</u>	<u>Decrease</u>
87.5%	11.3%	76.2%
62.5%	20.7%	41.8%
71.4%	34.9%	36.5%
80.5%	48.6%	31.9%
76.2%	28.1 %	48.1%
63.6%	20%	43.6%

The significant decreases in the number of students achieving level 3 and above on the 2010 ELA and MATH exams is attributed to the change in the grading system for these tests. NYSED raised the score needed to achieve a rating of 3 or “proficient” on these exams. The higher rating system resulted in a significant drop in proficiency for all City and State schools.

NYS School Report Card

P.S. 111Q did not make adequate yearly progress in ELA for Black or African American students, Students with Disabilities, Limited English Proficient students, and Economically Disadvantaged students. P.S. 111Q did make AYP for the subgroup Hispanic or Latino students.

P.S. 111Q did not make AYP for Students with Disabilities in MATH. All other student subgroups did make AYP in Math.

P.S. 111Q did make adequate yearly progress in science for all student subgroups. designated a School In Good Standing for the 2010 – 2011 term.

NYC Progress Report

The 2009 – 2010 School Progress Report indicated that all students tested in grades 3-8 sustained a significant decrease in achievement in ELA. The percentage of students in grades 3-8 who scored level 3 and above (proficient) was 19.6%. In 2009 – 2010, the percentage of students in the school's

lowest third making at least one year of progress in ELA was 68.0% indicating a decrease of 22.7% from the 2008 – 2009 score of 90.7%.

In mathematics, the percentage of students in grades 3-8 who scored level 3 and above (proficient) was 25.0%. This indicates a decrease in achievement in math of 34.6%. The percentage of students in the school's lowest third making at least 1 year of progress in 2009 – 2010 was 56.5% indicating a decrease of 5.3% from 2008 -2009 (61.8%).

Progress Report (Results by Category)

	(08-09)	(09-10)
Environment	10	7.7
Performance	18.8	1.7
Progress	47.7	9.2
Add. Credit	9	0.8
Overall Score	85.5	19.4

P.S./ I.S. 111Q earned a Progress Report Grade of “C” for the 2009– 2010 school year

QUALITY REVIEW

P.S./ I.S. 111Q was not scheduled for a Quality Review for the 2009- 2010 school year. A mock Quality Review was conducted by CFN# 11 Reviewers on May 6, 2009 as part of a school self assessment. The following recommendations are the result of that review:

- Collaboratively establish systemic processes to set measurable, actionable, and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans with timelines for reaching these goals.
- The delivery of challenging and engaging curricula in all core subjects, including the arts, as established by the standards.
- Improve teachers' capacity through a differentiated strategy to improve each teacher's instruction to plan lessons to meet the needs of all students.
- Establish strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to meet their learning goals.

IMPLICATIONS OF NEEDS ASSESSMENT FINDINGS

NYS ELA/MATH DATA ANALYSIS – GR. 3-8

ELA

Students in grades 4 and 6 must be provided with academic intervention services as indicated to address the skills needs of these students. Monitoring of student progress in all grades and enhanced professional development in student data analysis, differentiated instruction and academic intervention is also indicated:

Although there has been a significant decrease in achievement for all student sub groups in ELA , this indicates a need for professional development for teachers in differentiated instruction to meet the needs of all ability groups.

Plans will be made to provide training for all teaching staff in:

- specialized techniques and strategies to meet the needs of student sub groups.
- Implementation of effective instructional techniques and strategies to meet the needs of English Language Learners.

- Focused academic intervention in ELA for English language Learners and Students with Disabilities.
- Regularly scheduled school wide monitoring of achievement of student sub groups.

Grade 3 showed a significant decrease in the number of students achieving level 3 and/or 4 on the MATH exam. These students are currently in grade 4. We will monitor the progress of these students monthly and provide additional math instruction as indicated during our Extended Day program. Academic Intervention services will be provided for students who are struggling. Professional development will be provided for grade 3 and 4 teachers to improve instruction. Progress in Math achievement will be monitored monthly to insure that all students exhibit a year's growth.

Greatest Accomplishments

- **Establishing a school wide Discipline Code, School Rules, and Ladder of Referral, Student Affirmation.**
- **Putting systems and procedures in place for instruction, discipline, lunch, office and visitor protocols, school transitions, teacher evaluation, professional development.**
- **Hiring a Licensed Library Media Specialist and revitalizing the Library space and program.**
- **Hiring a certified Science Teacher and renovating the Science Lab and Greenhouse.**
- **Refocusing Science education in the school and hiring an additional Science Teacher for lower grades.**
- **Utilizing City Year volunteers as classroom tutors during the day.**
- **Opening of Dance Studio and establishing of Dance Residency.**
- **Implementation of School wide Enrichment Model in grades 3-8.**
- **Effectiveness of Staff Retreats in pulling staff together and providing opportunity to focus staff on school goals, objectives and initiatives.**
- **Establishing school teams and using teams to focus instruction, student interventions, student support services, attendance.**
- **Establishment of the Childrens First Inquiry Teams and Data Specialist Position.**
- **Achievement of the grade of "B" on the 2006-2007 School Progress Report.**
- **Achievement of the grade of "A" on the 2007-2008 and 2008- 2009 School Progress Reports.**
- **Continued improvement in School Tone, Climate, and Culture.**
- **Creation of a culture of sustained focus on and concern for the needs of all of our students.**
- **Emergence of Teacher leaders who assume more responsibility for implementation of school initiatives and programs.**
- **School wide focus on student assessment data, instruction, data analysis, and differentiated Instruction.**
- **Positive working relationship with UFT Chapter Leader, School Leadership Team and Parent Coordinator, and PTA Executive Board, and parents.**

Aids to continuous improvement

- **School wide Enrichment Model- which engages students and teachers in interest based inquiry projects where they can learn together. SEM connects teachers and students across grades and helps them form relationships based on interests.**
- **Facilitation of SEM by the SEM Coordinator.**
- **Development of Inquiry Team and Inquiry Team Project.**
- **Influence of Inquiry Team Project and process on entire school community.**
- **Professional development provided by Inquiry Team to other teachers on CFI, Acuity, ARIS, Inquiry Process.**

- Establishment of an Instructional Support Team that consists of representatives of all core subject areas and student support personnel to oversee all instructional decisions in the school. Team members also provide professional development to staff.
- Addition of position of Data Specialist to the Instructional Support Team.
- Focused attention of many teachers on the effective use of data to drive instruction.
- Comprehensive support of CFN#410 staff to school administration and teachers.
- Establishment of school-based mentor program to support new teachers.
- Teachers' enthusiastic participation in school events, committees, activities.
- Commitment of school staff to doing whatever is necessary to improve student achievement and create an effective learning environment for all our students.
- Participation of teachers in planning, coordinating and facilitating parent involvement events and activities.
- Strong, flourishing relationships with community partners- CitiGroup, Goodwill, BELL, City Council, State Assembly, Community Education Council, Community Board.
- Continuous opportunities for professional development provided to all school staff.
- Effective leadership of Academic Intervention Team by AIS Liaison.
- Focus of AIS Team on servicing all at- risk students and increasing student achievement.
- Committed working relationship between PTA and School Administration.

- Continuous school focus on data analysis, instruction and student achievement.
- Early detention of students requiring AIS services.
- Monitoring of AIS students to observe student growth.
- Use of differentiated reading work stations and small group instruction addressing the needs of the students.
- Use of technology and appropriate software to foster language and literacy development.
- Continued professional development on the five components of reading instruction.
- Continue professional development and target specific areas of concern.
- Ensure that all teachers become proficient in implementing data driven instruction using all available student data.
- Usage of the Wilson program for AIS/ ELL/ Sp. Ed. Students.
- Use of leveled libraries to strengthen comprehension and fluency.
- Increase parent knowledge and participation in the educational process.
- 100 minute literacy block on each grade.
- Literacy coach for grades K-3 to provide support for teachers implementing the Reading First Grant.
- Literacy coach for grades 3-7 to provide support for teachers implementing Readers and Writers Workshop.
- 100 Book Challenge – supplemental reading program and Coach to support teachers' utilization of leveled libraries and reading skills.
- Weekly common preps on all grades to allow for professional development, teacher collaboration and planning.
- Expanded Academic Intervention Services to provide additional support and instruction to all "at risk" students.
- Focused daily walkthroughs by administrators to provide increased instructional support.
- After school programs and parent workshops.

Barriers

- **Lack of parental involvement by a substantial percentage of parents in school events and activities.**
- **Assessing the needs of all students and providing the appropriate interventions and activities to address these needs to improve student achievement.**

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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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal #1 By June 2011, there will be an increase of 5% in the number of students in grades K-8 demonstrating one year or more of academic progress in English Language Arts as measured by DIBELS/ECLAS assessments, the NYS ELA exam, and the 2010-2011 Progress Report.	<input type="checkbox"/> It is our intention to improve instruction for all student subgroups and provide focused instruction that will address the needs of all students. Students have made significant progress in achievement and we want to continue to improve student achievement in English Language Arts.
<input type="checkbox"/> Goal #2 By June 2011, there will be an increase of 5% in the number of students in grades K-8 demonstrating one year or more of academic progress in Mathematics as measured by Everyday Math assessments, Math Performance Standards, the NYS Mathematics exam, and the 2010-2011 Progress Report.	<input type="checkbox"/> P.S. 111Q students have made significant improvement in achievement in math, and it is our intention to continue to improve instruction in math for all students and provide the appropriate interventions for all at risk students.
<input type="checkbox"/> Goal #3 By June 2011, 100% of all students P.S./ I.S. 111Q The Magnet School for Multimedia, Communication Arts, and Journalism will receive instruction in the magnet themes for at least 5 hours per week,	P.S./ I.S. 111Q was awarded a 3 year Magnet Grant for integration this year and will be implementing our Magnet grant plan for all students for the 2010-2011 school year.
<input type="checkbox"/> Goal #4 By June 2011, a Character Education program for grades K-8 and a Middle School Advisory program for grades 7 and 8 will be established to improve student behavior, provide mentors for our middle school students, and create an environment where all students feel safe, secure, and acknowledged.	<input type="checkbox"/> The results of the Learning Environment Survey highlighted the need to respond to students concerns about bullying in our school. In the category of Safety and Respect, students indicated that they do not feel safe because there are students in our school who bully and threaten other students. In response to their concerns we are going to institute a schoolwide program that will strengthen our students character and provide incentives for good citizenship and respect.

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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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

ENGLISH LANGUAGE ARTS

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, there will be an increase of 5% in the number of students in grades K-8 demonstrating one year or more of academic progress in English Language Arts as measured by DIBELS/ECLAS assessments, the NYS ELA exam, and the 2010-2011 Progress Report.</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><input type="checkbox"/></p> <p>Common planning time will be scheduled to enable teachers to gather and analyze student assessment data.</p> <p>Professional development training will be provided in data analysis and the use of the Scranton / Acuity data systems by Data Manager and Inquiry Team.</p> <p>Professional development in best practices in English Language Arts will be provided for all teachers.</p> <p>Staff will be identified to provide additional support for all student sub groups of grades K-8 during the extended day program.</p> <p>Grade teams will analyze student data to set interim goals for all student sub groups.</p> <p>Classroom teachers will analyze individual student data to set interim goals for each student.</p> <p>Grade leaders will work with teachers to develop instructional strategies and activities to address the needs of students in the top third.</p> <p>Funds will be set aside to provide sub coverage and per session for professional development for teachers in grades K-8 and other support staff.</p> <p>School administrators and support staff will attend and facilitate training in data analysis and best practices in literacy.</p> <p>Funds will be allocated to purchase instructional materials to address the needs of student sub-groups in grades 3-8.</p>

	<p>Benchmark dates for implementation of enrichment activities and instructional strategies for students sub groups in grades 3-8 will be established.</p> <p>Administrators will monitor implementation of intervention/enrichment strategies and activities for student sub groups through formal and informal observations.</p> <p>Ongoing</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Children First Funding- Teachers, supplies Contract For Excellence – Coach , Academic Intervention Services Student Fair Funding- Teachers,supplies Title 1 NYSTL – textbooks</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Acuity Data –ELA • Teacher assessments – checklists, rubrics, conference notes • Student portfolios • Increase of 5% in the number of students in grades 3-8 who score level 3 and or 4 on the NYS ELA exam.

**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, there will be an increase of 5% in the number of students in grades K-8 demonstrating one year or more of academic progress in Mathematics as measured by Everyday Math assessments, Math Performance Standards , the NYS Mathematics exam, and the 2010-2011 Progress Report.</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><input type="checkbox"/></p> <p>Use of the following Instructional Materials/Texts: Everyday Mathematics Curriculum supplemented by Math Steps for grades K - 5 Use of the Impact Math materials for grade 6-8. Use of A Comprehensive Approach to Balanced Mathematics: A Handbook for Educators Use of the Teacher Lesson Guides for all math curriculum which prescribes the structure for each lesson Intensive Professional Development during the school day (“lunch and learns,” common planning periods, and grade conferences) as well as before and/or after school (pending funding) including, but not limited to the following aspects of the mathematics curriculum: Use of EDM Teacher’s Assessment Assistant (CD-ROM) and other assessment instruments to analyze student progress to drive instruction and build student capacity in mathematics. Increased use of the EM games online within the classrooms and computer lab for all grades, K-8 Continued turn–keying of mathematics Professional development modules attended by Grade Leaders and Hunter College participants. AIS teacher will push-in/pull-out to help build capacity of the level 1/2 students and</p>

	<p>student sub groups.</p> <ul style="list-style-type: none"> AIS Teacher and (pending funding) part-time Math Push-in teacher to do demonstrations lessons, modeling, assist teachers in lesson/unit planning in the classroom environment. On-going use of manipulative to cement mathematical concepts Integration of NYS/NYC Performance Standards into daily lesson plans Strengthening of student's understanding of arithmetic and number concepts Staff development on analyzing data and adjusting instruction based on data (EDM and Impact Math Unit Tests, ITA testing, NYS Math Skills Analysis) Regular use of mathematical tools to reinforce concepts of time, measurement and estimation skills Emphasis on the use of mathematical terms and language in written and oral math problem solving to foster accountable talk Ongoing professional development focused on the NYS/NYC Math Performance Standards <p>Parent workshops on the NYS/NYC Math Performance Standards, rubrics, extended-response and short response questions</p> <p>Teachers</p> <p>Intensive staff development in the following areas:</p> <ul style="list-style-type: none"> Use of manipulative to understand and demonstrate mathematical concepts on a concrete level Implementation of hands-on problems solving in all classes Instruction in the proper uses of supplementary materials <p>Ongoing input/feedback to create the Professional Development needed throughout the 2010-2011 school year</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Title 1 Student Fair Funding Children First Funding Tax Levy NYSTL

Students will be taught the skills to use PowerPoint during their scheduled computer time.

Students will learn how to use search engines to search for information
Students will learn how to import sounds, pictures, video clips, etc...
Surveys will be given to teachers to see what they need training in

Before and after school training sessions
On site technology training in-house

Professional development on tool and application software/ project Based learning to give teachers the resources and skills they will need to be able to create the class projects.
Using Webquest, Blogger; VoiceThread, Movie making, etc...
Students using the computers in the classrooms, lab or rolling carts.

- Conduct meetings with the technology committee
- SLT and PTA will brainstorm parent student activities.
- Provide parents with listing of websites through the monthly newsletter
- PTA and Parent Coordinator will compose a monthly parent newsletter in conjunction with the tech committee
- Consultation with SLT/ Magnet Resource Specialist regarding purchase of hardware and educational software for home use.
- Survey parents about interest in computer courses and creating those workshops for parents
- Partnerships will be formed with community organizations to provide parents' access to computers.
- Teachers will develop plan for multi- media project with students. – October 2010- Ongoing
- Students will work cooperatively or individually on their projects- November 2010- January 2011.
- Students will participate in a Technology Fair to showcase and share their projects. – March/April 2011

Journalism/ Communication Arts

- Magnet Resource Specialist will facilitate professional development for all teachers in curriculum mapping, differentiated instruction, project based learning.
- Common Planning time will be embedded in the school daily schedule for all grades .
- Magnet Resource Specialist will work with teachers to develop magnet theme units and class schedules.
- Materials will be purchased for use in magnet theme classes in consultation with Magnet

	<p>Resource Specialist.</p> <ul style="list-style-type: none"> • Grade leaders will work with Resource Specialist to develop instructional practices and activities for magnet themes. • Magnet theme afterschool programming will be established – robotics club, journalism club, multimedia club – to provide opportunities for students to apply the skills learned during magnet instruction and express their individual talents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> MSAP Funding TELL Grant Title IID Grant Title 1 Children First Funding Student Fair Funding RESO A Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Student magnet themed products Magnet school daily schedules/ Resource Specialist schedule 100% of all students in grades K-8 will receive instruction in magnet themes – multimedia, communication arts, and journalism- for at least 5 hours per week.</p>

Subject Area
 (where relevant) :

PARENT INVOLVEMENT/ SCHOOL ENVIRONMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, a Character Education program for grades K-8 and a Middle School Advisory program for grades 7 and 8 will be established to improve student behavior , provide mentors</p>
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<p><i>Time-bound.</i></p>	<p>for our middle school students , and create an environment where all students feel safe , secure, and acknowledged.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Students will be surveyed to determine areas where bullying occurs in school. September/ October 2010</p> <p>Students will be made aware of anti bullying regulations set forth by the Chancellor through assemblies, flyers, posters, etc... Ongoing</p> <p>Teachers will recieve training in the Character Education program, Character Counts! and begin implementation of the program - October / November2010.</p> <p>Grade 7 and 8 teachers will recieve training in the Overcoming Obstacles Middle School Advisory Program and begin implementation.- October/November 2010.</p> <p>Character Counts! incentives(flyers, posters, buttons, etc...) will be purchased and displayed. September 2010 - Ongoing</p> <p>Parents will receive Character Education training through Parent workshops, notices, etc... October/ November 2010.</p> <p>Students will be rewarded for good citizenship and for exemplifying the six core values of the program.- Ongoing</p> <p>NYC Discipline Code will be utilized in all incidents of bullying in the school.- Ongoing</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title 1 SetAside- Parent Involvement Fair Student Funding Title 1 Children First Funding Title III LEP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Number of documented incidences of bullying will be reduced Number of students who respond that they feel safe and secure in their school will increase on the Learning Environment Survey, Observations of student behavior</p> <ul style="list-style-type: none"> • Parent Responses on Learning Environment Survey in the category of Safety and Respect.



REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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				
K			N/A	N/A	2			
1	15		N/A	N/A	1		3	
2	16		N/A	N/A	5		7	1
3	30	18	N/A	N/A	4		9	3
4	30	18	9		4		12	5
5	32	19			5		20	7
6	15	16					12	4
7	8	8		4	6		18	3
8	8	8		4	2	1	18	6
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. 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:	<input type="checkbox"/> <p>Grades K-2:</p> <p>Push in/Pull out small group reading intervention is provided during the school day to at-risk students who score intensive or strategic on the DIBELS assessments</p> <p>Push in/Pull out small group intervention differentiating instruction based on Reading First lesson and student needs</p> <p>Guided Reading groups focusing on common student needs using Reading First material</p> <p>Push in/Pull out small group intervention differentiating instruction based on TC writing</p> <p>Pull-out small group intervention using Sounds in Motion, and Passport Voyager</p> <p>Push in/Pull out small group intervention using Intervention Station</p> <p>Whole class intervention using Foundations</p> <p>Grades 3-8:</p> <p>AIS Reading Intervention is provided to at-risk students who score intensive or strategic on the DIBELS assessments and who perform in Level 1,2, or low 3 on the NYS ELA assessment</p> <p>Push in/Pull out small group reading intervention is provided during the school day</p> <p>Small group push in/pull out reading intervention is provided using components of the Wilson reading program, Passport Voyager, Intervention Station, Read 180, I-openers, fiction and non-fiction literature, internet reading sites, educational hands-on games, and differentiating instruction based on TC reading and writing</p> <p>Small group pull-out intervention focusing on test preparation skills and strategies using various test preparation material such as STARS, Extensions in Reading, Kaplan, Coach, and Read, Write, Edit, and Listen</p>
Mathematics:	<input type="checkbox"/> <p>Grades 3-8:</p> <p>AIS Math Intervention is provided to at-risk students performing in Level 1, 2, or low 3 on the NYS Math assessment</p> <p>Push-in/Pull-out intervention is provided during the school day</p>

	<ul style="list-style-type: none"> Small group math intervention is provided using SRA Number World Prevention and Intervention, Harcourt Intervention and Strategies, or differentiating instruction based on Everyday Math or Impact Math
Science:	<input type="checkbox"/> Grades 4- 8 Pull-out intervention is provided during the school day in a small group setting Intervention is provided through hands-on experiments, the use of non-fiction text, and differentiating instruction based on the 4 th grade science curriculum
Social Studies:	<input type="checkbox"/> Grades 5 – 8 Pull-out intervention is provided during the school day in a small group setting Intervention is provided through hands-on social studies activities, the use of non fiction text, emphasis on map skills, and differentiating instruction based on the 5 th grade social studies curriculum
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Grades K-8 Individual and small group counseling provided during the school day Provides crisis intervention for students and teachers Observations of students in their classrooms Plans and implements a successful Career Day event to expose students to different careers During the school day, provides middle school articulation and workshops During the school day, provides workshops for high-school admission procedures
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Grades K-8 Provides clinical mandated counseling as per the IEP's Provides Individual counseling during the school day <ul style="list-style-type: none"> Administers psycho-educational testing to assure proper academic and occupational services for students referred to Special Education
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Grades K-8 IEP Team Social Worker: Services at-risk and mandated students during the school day Depending on the case, counseling is either individual or small group with a focus on improving academic performance through counseling

	<p>Grades K-8</p> <p>Partnership with Children: Services are provided during the school day Provide whole class intervention focusing on social, emotional, and behavioral issues using literature Provide individual/small group intervention focusing on increasing attendance and improving social skills through a garden, peer mediation, art, girls, and newspaper group</p> <p>Western Queens Services are provided during the school day Conduct mental health screenings to assess at-risk students for emotional issues Provide individual counseling to foster emotional growth through play therapy and conversation Provide individual services to families to facilitate positive relationships with their children</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p> <p>Grades K-8 During the school day, in small groups, provides a 6 hour course called “Open Airways” in asthma management to students in grade 3-6 Provides school with a video for all students and staff to view on asthma management Facilitates a health fair for students, staff and parents to educate about health prevention Sees individual students who need medical attention Provides small group nutritional education for students with obesity Provides small group prevention education for students at-risk of diabetes Provides puberty education workshops for boys and girls in grade 5 Provides personal hygiene workshops for boys and girls in grades 6, 7, and 8</p>

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **QPOL 154** in the manner 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.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

To ensure the achievement of high academic standards and to accommodate the diverse needs of English language Learners, P.S. 111Q will provide rigorous ESL instruction by certified ESL teachers. **Push in and Pull out** (as needed) ESL services will be provided to the 65 General Education and Special Education ELLs whose parents have opted out of the Bilingual program. Beginner and Intermediate students receive a minimum of 360 minutes of ESL instruction in two period blocks, 5 times a week. Advanced students receive a minimum of 180 minutes of ESL instruction, one period a day, five times a week. To ensure ELLs will meet all NYS performance and Learning standards, P.S. 111Q has aligned all programs for ELLs with the comprehensive Core Curriculum in Literacy and Math (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have been awarded a Reading First grant as a part of the NCLB legislation initiated by the Federal Gov. Students in grades K-3 receive explicit instruction in reading using research based reading strategies and materials. K-3 ELLs receive instruction in reading during a 90 minute literacy block using Harcourt "Trophies" materials. Instruction is differentiated through small group instruction using the ELL Intervention Kit and ELL leveled libraries. They receive instruction in vocabulary development outside of the 90 minute block using Moving into English. ELLs in grades 4-8 will be receiving instruction in Balanced Literacy through The Reader and Writers Workshop. Science and Social Studies Instruction are integrated into the workshop model through the use of non-fiction texts and inquiry based projects with the support of Science and Social Studies Cluster teachers. The 100 Book Challenge program provides leveled trade books for students to read.

Section I: Student and School Information. Students set reading goals and monitor their progress toward their goal. The Rosetta Stone Classroom program is used in the classroom to individualize language acquisition for ELL students. Students learn English in an immersive, grade level environment. Classroom teachers can monitor student progress using the built in management tool. Rosetta Stone Classroom is a supplemental computer language system that complements classroom instruction. Special Education and General Education students receive the same instructional programs with modifications based on students' Individual Educational Plans.

Number of Students to be Served:

ELLs receive explicit instruction in Mathematics through the EveryDay Math curriculum in grades k-5 and the IMPACT Math curriculum in grades 6-8.
Non-ELL N/A

Number of Teachers 2
Class Staff (specify N/A)
School Building Instructional Program/Professional Development Overview
 A proposed after school program has been designed to service ELL students from grades K-8. Two certified ESL teachers will teach one class (Tuesdays and Thursdays from 3:00pm to 5:00pm). This program will begin in September 2009 and conclude in June 2010. One class will service approximately 15 Beginner ELL students in grades K-2. The second class will service 15 Intermediate students in grades 3-8. Students will be placed in these classes according to the achievement levels of the NYSESLAT. Students will receive intensive instruction in English language acquisition and prepare for NYSESLAT testing.

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

Two Parent Orientations will be held – one in September 2009 and the other in January 2010 for parents of newly enrolled ELLs-- to provide them with information about program offerings. Translators will be available for parent orientations and informational materials will also be available in the parent's home language. An ELL parent workshop will be conducted in January, prior to the administration of standardized tests, to review strategies to assist their children to prepare for examinations and to meet instructional standards.

Parents of incoming ELL Kindergarteners will be invited to attend an informational session on the overview of P.S. 111's ESL program and to take a tour of the school. This session has been scheduled for the end of June 2010. Another session will be planned before the start of the school year 2010- 2011. Interpreters will be provided for parents who need translation.

ESL teachers will attend QTEL Institutes on best practices in ELA and Math Instruction for ELL students in October 2009. Classroom teachers will attend ongoing professional development workshops scheduled by the Office of ESL and Bilingual Education for the 2009-2010 school year. ESL teachers and Coaches will provide additional training to classroom teachers during the school year. School Administrators will attend QTEL for Administrators Institutes during the summer 2009.

Academic Intervention Services – English Language Learners that are not receiving ESL are serviced by AIS teachers in the classroom and during small group pull out instruction.

Extra Instructional period- ESL students receive additional instruction from ESL teachers during the 37 1/2 minute extended day.

Guidance/ Attendance- ESL students are also provided with guidance services from the school guidance counselor and attendance improvement and counseling from Partnership with Children in their native language. Translators are provided when needed. Western Queens Consultation also provides mental health services in native language.

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.

N/A

Section III. Title III Budget

School: **PS 111Q**
 BEDS Code: **343000010111**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$11175.36	<input type="checkbox"/> 224 hours of per session for 2 ESL teachers to support ELL Students: 224 hours x \$49.89 (current teacher per session rate with fringe) = \$6785.04)
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1524.64	<input type="checkbox"/> classroom libraries in Spanish and Arabic- Knowledge Industries
Educational Software (Object Code 199)	\$2000.00	<input type="checkbox"/> Rosetta Stone Classroom language development software package
Travel	N/A	<input type="checkbox"/> N/A
Other	\$300.00	<input type="checkbox"/> Refreshments for Parent meetings

TOTAL	0	
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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.

Parents of ELL students would tell Spanish speaking school staff that they did not understand the school notices because they did not speak English. We determined for the parent feedback and observation that we needed to translate all school parent notices into Spanish, and other languages for our ELL parents.

As a result of observation we made of the number of ELL parents who attended our school wide events and the verbal input from ELL parents about their needs, we determined that there was a need to have translators on site for all school parent training workshops, informational workshops, parent-teacher conferences, etc.

A survey will be sent home that will reflect the parents language needs

The School Report Card will be analyzed to determine the ethnic groups of our school and languages spoken.

Home Language Surveys were evaluated and student language and notion of origin determined and added to student biographical data on ATS. Student ethnicity report was generated from this data.

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.

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.

We also have paras who can translate into URDU and other Indian dialects. Notices that need to be translated into Arabic will be sent to the Translation Division. Notices that will be sent home to parents will be in all languages pertinent to our school community. They will be prepared and distributed simultaneously with the English version.

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.

We will hire translators to attend Parent- Teacher meetings, Open School night, Parent Workshops, Parent informational sessions, PTA meetings. Oral interpretation services will be provided at each meeting and/or workshop to meet the needs of our community. These services will be provided in house by either school staff or parent volunteers. We are having SES Parent informational to inform parents about NCLB Choice and supplementary Educational services. Parent Orientations will be held to communicate information about the school's academic programs and student participation. Parent Tutorial workshops will be held to enhance parent's understanding of academic standards, assessments and results (ELA, Math, Test Prep, DBQ, etc.)

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>.

The needs of the parents will be determined through parent feedback and surveys. Certain translations will be taken from the Chancellor's website.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$273959.00	\$ 3912.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2740.00	\$39.00	0
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13698.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$27396.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

P.S./ I.S. 111Q JACOB BLACKWELL PARENT INVOLVEMENT POLICY
2010 - 2011

I. General Expectations

P.S./ I.S.111Q Jacob Blackwell 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./ I.S. 111Q Jacob Blackwell will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Meet with the PTA Executive Board to discuss development of school parental involvement plan
 - Organize parent meetings to discuss parent preferences for involvement with school curriculum, events, etc...
 - Work with School Leadership Team to develop the school's parent involvement plan.
 - Enlist the aid of the Parent Coordinator with parent outreach to gather information for the school parental involvement plan and to disseminate the completed plan to parents.

2. P.S./I.S.111Q Jacob Blackwell will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be included on the Annual Quality Review to evaluate all aspects of the school facility and instructional program
 - Parent surveys will be distributed to determine parental perceptions of effectiveness of the school's curriculum and instructional techniques.

3. P.S./ I.S.111Q Jacob Blackwell 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:
 - Parent workshops will be provided weekly during and after school by school staff on such topics as Balanced Literacy, NYS Assessments, Everyday Math, Improving student achievement, Health, Nutrition, Parenting Skills, technology, etc....
 - Parent Coordinator will organize and present ongoing cycles of parent workshops, parent events, social events, and informational packets.

4. P.S./ I.S.111Q Jacob Blackwell will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [such as: Reading First, Balanced Literacy, Everyday Math, Goodwill, BELL, Learning Leaders], by:

- Parent workshops to discuss the components of Reading First Program and assessments, tips for helping students with literacy at home.
 - Parents will be invited to special events organized by Goodwill to highlight student projects completed through the program
 - Parents attend information fairs to gather information on SES providers and discuss needs of their students for tutoring services.
 - Parents work with Librarian and Literacy coach to develop plan for helping students learn literacy at home
 - Parents participate in Learning Leaders training program and then volunteer in the school to assist students.
5. P.S./ I.S.111Q Jacob Blackwell 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.
- Evaluation will be conducted by School Administration, PTA and School Leadership team.
 - A questionnaire will be developed based on the components of the School Parental Involvement Plan and distributed to school staff and parents to complete.
 - Parental attendance at school events and conferences will be monitored and tallied.
 - The results of the evaluation of the school's parental involvement plan will be shared and discussed with parents at PTA meetings.
6. P.S./ I.S.111Q Jacob Blackwell will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Ongoing "Parent Academy" workshops given by school staff and parent conferences presented by District 30 ISC or NYCDOE Office of Youth Development and Family Engagement.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Computer training workshops to show parents how to use the skills, software, and projects their children are creating in school.
 - Creating web pages, blogs, PowerPoint presentations

- Participation in video conferences with other parent groups, educational institutions, etc...
 - Computer workshops showing parents how to access school/ student information through the use of the NYC Dept. of Education webpage, ARIS, etc...
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Attending workshops on cultural differences, hosting joint staff/parent events – both academic and social.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool 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, by:
- Learning what the assessment data for each programs means for their child; learn how to work with students at home to increase literacy achievement.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All school written communication will be available in the language spoken by the parents.
 - Translations will be available at school events, conferences, meetings in the languages spoken by the parents
 - School communications (notices, newsletters, etc.) will be backpacked in a timely manner. Special communications will be mailed when necessary.

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 _P.S./ I.S. 111Q SLT___. This policy was adopted by the P.S/ I.S..111Q Jacob Blackwell on _September 24, 2010___ and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 15, 2010.

1. School-Parent Compact - Attach a copy of the school's 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 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school's 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.

P.S. 111Q SCHOOL – PARENT COMPACT 2010-2011

P.S.111Q Jacob Blackwell. 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 2010-2011.

School Responsibilities
P.S./ I.S.111Q Jacob Blackwell will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Highly qualified teaching staff will be hired and provided with ongoing professional development to assist them in effectively providing consistent instruction to students.
 - School wide discipline policy will promote a safe environment for student learning.
 - School Administration will monitor the effectiveness of instruction, results of assessments, and make adjustments to the school program to accommodate student individual needs
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 in November 2010 and March 2011.
3. Provide parents with frequent reports on their children's progress. Reports on student progress will be presented to parents 3 times during the school year through Students Report Cards. Interim Progress Reports will be provided twice a year between report cards. Parents will also be given copies of student standardized assessments as indicated by NYCDOE assessment calendar.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During Parent-Teacher conferences, by appointment at agreed upon time before or after school or during teacher prep time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Participating in and completing the Learning Leaders program
 - Participate in classroom activities when invited by the classroom teacher with the permission of school administration
 - Observe classroom activities when invited by the classroom teacher with the permission of school administration
 - Participate by going on class trips
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 (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Monitoring and correcting my child's behavior in school.
- Attending Parent Teacher Association Meetings and Parent – Teacher Conferences.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- 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:

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

- Report to school on time everyday
- Be prepared for school daily with all required school materials and all homework and other assignments completed.
- Read at least 30 minutes every day outside of school time.
- Be respectful to all adult staff members and visitors to our school
- Respect each other
- Follow all P.S./ I.S. 111Q Jacob Blackwell school rules
- Respect school property
- Wear the school uniform daily

- Remember that we are representatives of P.S./ I.S. 111Q Jacob Blackwell wherever we go and to Be Respectful, Well Mannered and Courteous at all times.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

See the Needs Assessment section

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

d) Reduced class size in all grades – PreK-8.

e) Focused AIS push-in program targeting all “at risk” students and differentiated as indicated by individual student assessment data.

f) Use of Predictive and Instructionally Targeted assessments to monitor student progress on a regular basis.

- g) NYCDOE mandated Curriculum in English Language Arts is implemented in all classes in grades 3-8 (Special education classes and all ELL students with scaffolding and modifications as required by IEP).
- h) Foundations (K-2) implemented by classroom teachers during whole group instruction.
- i) Wilson Program implemented by classroom teacher or AIS providers during small group instruction.
- j) Voyager Passport – utilized by Academic Intervention providers in small groups for at risk students in grades 3-7.
- k) Headsprout- K-1 computerized literacy program used with intensive students as indicated by DIBELS assessment.
- l) Leapfrog/Leap pad – computerized literacy program grades K-3.
- m) Summer school for 111's students funded by our Title 1 summer school allocation at a shared site housed in P.S. 166
- n) Extended day 37.5 minutes differentiated to address the needs of low performing and proficient student groups

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- 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.

3. Instruction by highly qualified staff.

According to the 2009-2010 BEDS survey, 100 % of all teachers at PS 111 are fully licensed and permanently assigned in the licensing area.

The Principal closely analyzes the school's instructional program and the correlation of staff members to determine any discrepancies. Program changes in teaching assignments where appropriate to ensure teachers are correctly allocated or scheduled to complete the necessary requirements for their licensing. The annual BEDS survey is closely reviewed to ensure accurate reporting.

P.S. 111 uses the 5% Title I funds to pay for the courses needed by teachers who are out of compliance in order to provide them with the proper certification. Teacher programs will be re-evaluated to ensure alignment with teaching credentials/certification.

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.



Teachers are trained monthly through by on site literacy coaches using best practices in comprehensive literacy including training in Teachers College Units of Study. The Math Coach provides ongoing monthly training in implementation of the Everyday Math and Impact Math programs. Grade level teachers attend empowerment literacy, and Department of Education professional development and turn-key information to their colleagues. On-site professional development includes modeling in classrooms, coaching and debriefing, inter-visitations on site and at other schools.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

New teachers receive mentoring. There is a Literacy Coach on site who provides high quality resources and professional development on a walk-in and ongoing basis. The school library houses resources for teachers in all core curriculum areas. There is a collegial school environment as evidenced by the high scores we receive in teacher satisfaction on the Learning Environment Survey. Our schools social committee gives recognition to teachers on their special occasions. We build school moral at special social events such as, end term parties, teacher appreciation breakfasts and holiday parities.

6. Strategies to increase parental involvement through means such as family literacy services.

See Appendix 4- Parent Involvement Policy.

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.

See Appendix 4- Parent Involvement Policy.

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.

The Inquiry Team at 111Q is composed of teachers on the same grade who join together to research factors effecting student achievement on their grade. The Inquiry Team uses all available data to determine what variables the students have in common that may be hindering academic achievement. The 2010-2011 Inquiry Team will be composed of ESL teachers and classroom teachers who will investigate the factors impacting English Language Learners achievement in all grades. ELL students were selected as the student sub group for this year's Inquiry Team focus after our school wide Needs Assessment determined that ELL students did not show a significant increase in the number of students scoring level 3 and above on the NYS ELA Exam. Also ELL students were not making significant progress in achievement as indicated by the 2009 – 2010 NYSESLAT. All teachers are included in the Inquiry Team research through grade meetings, faculty conferences, and on site professional development facilitated by Inquiry Team members make decisions on how to assess students and which Academic Interventions to provide. The staff is facilitated in how to use more effective assessment and instructional techniques and strategies to increase student achievement.

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.

P.S. 111Q has an established Academic Intervention Team that assesses student achievement data, selects students for Academic Intervention Services and delivers instruction to selected students. The team meets weekly to assess each student's progress using all available data to determine if the student needs a different instructional plan, setting or material. The team also meets with parents at these weekly meetings to discuss student progress and receive information from parents that may enhance the student's educational experience. The Academic Intervention Team reviews student achievement data at the beginning of the school year and selects students for academic intervention services based on this data. The Team provides push in and pull out instructional support to individual and groups of students during the school day and in extended day. Students receive academic intervention in social studies and science during extended day from science and social studies Cluster Teachers daily. Each AIS teacher monitors student progress and documents it in weekly logs and assessments. See Appendix 1: Academic Intervention Services Summary.

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.

P.S. 111Q coordinates and integrates many Federal, State, and local services and programs into our School Wide Program. Partnership With Children (a CBO) assists students and families with chronic attendance issues through counseling and on-site student activities such as Gardening Club, Peer Mediation, School Newsletter, Girls Club, and Art Club. They provide students with incentives such as certificates, pizza parties, awards and special trips to encourage them to attend school on time daily.

Through the Extended School Day Violence Prevention Grant our students are provided with many educational and recreational activities and experiences from such groups as Periwinkle Theater company, LEAP, NY Jr. Tennis League, and The Leadership Program. Prek students and parents participate in EvenStart and JumpStart to prepare students for entry into school. P.S. 111Q coordinates and integrates many Federal, State, and local services and programs into our School Wide Program. Partnership With Children (a CBO) assists students and families with chronic attendance issues through counseling and on-site student activities such as Gardening Club, Peer Mediation, School Newsletter, Girls Club, and Art Club. They provide students with incentives such as certificates, pizza parties, awards and special trips to encourage them to attend school on time daily. Through the Extended School Day Violence Prevention Grant our students are provided with many educational and recreational activities and experiences from such groups as Periwinkle Theater company, LEAP, NY Jr. Tennis League, and The Leadership Program. Prek students and parents participate in EvenStart and JumpStart to prepare students for entry into school.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$ 230125.00	X	32, 34, 37, 39, 40
Title I, Part A (ARRA)	Federal	Yes			\$3873.00	X	42
Title II	Federal	Yes			\$105712.00	X	32,34
IDEA	Federal	Yes			\$181006.00	X	32, 34, 37, 39
Tax Levy	Local	Yes			\$2668605.00	X	32, 34, 37, 39, 40

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
A review of ATS report RBIR indicates that there are currently nine (9) students living in temporary housing that are attending our school.
2. Please describe the services you are planning to provide to the STH population.
 - 1) Academic programs and educational support services
 - 3) Counseling services
 - 4) Parental involvement
 - 5) Intervention programs
 - 7) Transportation once the student is permanently housed
 - 8) Outreach efforts to identify the STH population and help them
 - 9) The work of the liaison
 - 10) Research based programs that benefit highly mobile students
 - 11) Data collection to assess the needs/progress of STH

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 111 Jacob Blackwell							
District:	30	DBN:	30Q11	School		343000010111		
DEMOGRAPHICS								
Grades Served:	Pre-K	v	3	v	7	v	11	
	K	v	4	v	8	v	12	
	1	v	5	v	9		Ungrade	v
	2	v	6	v	10			
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	29	36	37		89.5	91.2	91.1	
Kindergarten	37	41	46	Student Stability - % of Enrollment:				
Grade 1	54	55	47	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	54	58	52		89.1	84.7	88.1	
Grade 3	50	54	62	Poverty Rate - % of Enrollment:				
Grade 4	50	58	52	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	41	45	51		91.4	97.5	86.6	
Grade 6	44	34	39	Students in Temporary Housing - Total Number:				
Grade 7	22	34	34	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	10	21	34		6	28	27	
Grade 9	0	0	0	Recent Immigrants - Total Number:				
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	0	0	0		9	12	13	
Grade 12	0	0	0	Special Education				
Ungraded	0	4	6	<i>(As of October 31)</i>	2007-	2008-	2009-	
Total	391	440	460		9	12	13	
Special Education				Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	27	34	45	Principal Suspensions	66	63	77	
# in Collaborative Team Teaching (CTT)	43	35	42	Superintendent Suspensions	8	7	5	
Number all others	16	15	14	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-	
				CTE Program Participants	0	0	0	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	51	54	47	
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	11	13	7	
# receiving ESL services only	65	80	TBD	Number of Educational Paraprofessionals	6	5	10	
# ELLs with IEPs	7	22	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>				

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	1	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	52.9	63.0	87.2
				% more than 5 years teaching anywhere	43.1	40.7	59.6
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		84.0	87.0	93.6
American Indian or Alaska Native	0.5	0.5	0.4	% core classes taught by "highly qualified" teachers	97.7	100.0	100.0
Black or African American	41.9	38.2	41.7				
Hispanic or Latino	48.8	48.4	45.9				
Asian or Native Hawaiian/Other Pacific	4.1	4.3	3.9				
White	4.6	6.6	8.0				
Male	50.6	49.5	52.2				
Female	49.4	50.5	47.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial		-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation: NR					
Overall Score:	19.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	9.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 410	District 30	School Number 111	School Name Jacob Blackwell
Principal Randy Seabrook		Assistant Principal Judith Rios	
Coach Carol Young		Coach	
Teacher/Subject Area Li Yeuh Chen/ESL		Guidance Counselor Maryellen Tsangalidis	
Teacher/Subject Area Carlos Fuentes/ESL		Parent Nanette Blaize	
Teacher/Subject Area type here		Parent Coordinator Marina Morales	
Related Service Provider type here		Other Daisy Ramirez	
Network Leader Altagracia Santana		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	460	Total Number of ELLs	70	ELLs as Share of Total Student Population (%)	15.22%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. During registration in September, certified ESL teachers along with the Parent Coordinator, assist the parents/guardians of new students with the completion of registration documents. All registering Parents/Guardians are assisted in completing the Home Language Identification Survey (HLIS) by certified ESL Teachers with the help of native language translators (if needed). The ESL Teachers, with the help of native language translators (if needed) conduct the initial informal interview of newly enrolled ELLs and their parents at this time. If the HLIS indicates that a language other than English is spoken in the home, parents/guardians are notified that their child/children will be placed in an age appropriate class in our school and administered the Language Assessment Battery Revised to determine their eligibility for English Language Development Support Services within ten days. Parents/Guardians are told that they will be notified by mail and phone outreach (with native language translation) of their child's/ children's status and invited to a parent orientation meeting for newly enrolled ELL students.

During the parent orientation meeting, parents/guardians will view the ELL Orientation video and be provided with written information (in their native language) explaining the types of programs available for ELL students in our school and in other locations in our district. During this orientation meeting, parents/guardians will be assisted with completing the Parent Survey and Program Selection Form. The ESL teachers facilitating the meeting will explain that programs that are not currently available in our school will be established if there are enough students to create a new class. Parents/guardians will also be told that they will have to register their child/children at another school where the program they want is available if there are not enough students to create the new class. ESL teachers will collect and review the Parent Surveys and Program Selection Forms and discuss program placement with the parents/guardians. Within 10 days, parents/guardians will receive notification of their child's/children's program placement and class designation. The English language acquisition is assessed for all ELL students annually using the NYSESLAT (New York English as a Second Language Assessment Test). Students are designated as Beginners, intermediate, Advanced, or Proficient according to their score on this test. Instructional interventions and the duration of their ESL instructional time is adjusted according to their designation. Parents/guardians are notified of student test results by ESL and Classroom teachers during parent-teacher conferences (with native language translators if needed). Students who are designated as proficient by the NYSESLAT are provided with additional academic intervention services and ESL services as needed.

2. Parent orientation meetings for prospective ELL students are held in June and in September. Flyers in English, Spanish, and Arabic (dominant languages of school and surrounding community) are sent home with students and posted in the community to notify parents. At the orientation, certified ESL teachers and the Parent Coordinator provide documents explaining the types of programs available for English language learner students in NYC public schools and in our school. Parents also view the ELL Parent Orientation video at this time. All handouts are provided in English and the dominant native languages spoken in the community.

3. Parent Surveys and Program Selection Forms are collected during the Parent Orientation meetings in June. If these forms are not returned, school staff, who speak the parent's/guardian's language, will reach out to parents by phone. Family worker will make a home visit to collect the document if phone outreach is not successful. Entitlement letters in English and the native language spoken by the parent/guardian are mailed. Parents/guardians will also receive notification by phone in their native language.

4. (See #1)

5. From 2008 – 2010, the trend in parent/guardian preference for English Language Support Services has been for the Free Standing English as A Second Language program. The number of parents/guardians who requested this program each year are as follows:

6. The program model offered at our school – Free standing English as a Second Language- is aligned with the requests of our parents/guardians as indicated by their Parent surveys and Program Selection Forms.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	57	0	10	11	0	8	2	0	1	70
Total	57	0	10	11	0	8	2	0	1	70

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		10	8	6	9	7	5	2	6					53
Chinese														0
Russian														0
Bengali		2			2									4
Urdu														0
Arabic		2	1	2	1		3	1						10
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other			1	1										2
TOTAL	0	15	10	9	12	7	8	3	6	0	0	0	0	70

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 her

As per CR Part 154 Regulations, Beginning and Intermediate Ells receive a minimum of 360 minutes of ESL instruction in two period blocks, 5 times a week. Advanced students receive a minimum of 180 minutes of ESL instruction, one period a day, five times a week. To ensure Ells will meet all NYS Performance and Learning Standards, P.S. 111Q has aligned all programs for Ells with the Comprehensive Core Curriculum in Literacy and Math.

Students in grades K-3 receive explicit instruction in phonics; phonemic awareness, fluency, comprehension, and vocabulary development

using research based reading strategies and materials from Harcourt. K-3 ELLS receive instruction in reading during a 90 minute literacy block using Harcourt "Trophies" materials. Instruction is differentiated through small group instruction using the ELL Intervention Kit and ELL Leveled Libraries. Ell students receive instruction in vocabulary development outside of the 90-minute literacy block using the vocabulary development program "Moving Into English".

Ells in grades 4 - 8 receive instruction in Balanced Literacy through the Teachers College Readers and Writers Workshop. Science and Social Studies instruction are integrated into the workshop model through the use of non-fiction texts and inquiry based projects with the support of Science and Social Studies Cluster teachers. Students are able to access the curriculum through the use of research based ESL instructional techniques, such as scaffolding, modeling, and using visual aids.

Ongoing assessment (ECLAS-2, DIBELS, running records, conference notes, NYSESLAT scores, Progress Monitoring, ACUITY, and NYS ELA/MATH) drives ESL instruction.

The Everyday math program is utilized for math instruction in grades K-5, Impact Math is utilized in grades 6-8. Special Education and General Education students receive the same instructional programs with modifications based on students' Individual Educational Plans (IEPs)

Supplementary literacy instruction for Beginner and Intermediate ELL students (as indicated by their NYSESLAT scores) is provided through a comprehensive after school program. Two certified ESL teachers conduct the after school classes Tuesday – Thursday from 3:00pm – 5:00. ELL students are divided into two classes – K-3 and 4-8.

PLAN FOR SIFE STUDENTS

Students who have sustained interruptions in their formal education will be provided with an individualized educational plan that addresses their unique situation. These students will be assessed in literacy and math using the Acuity assessments in math and the NYSESLAT. Student assessment data will be reviewed by the ESL Committee and an individualized plan of instruction will be developed for each student. Students will be provided with supplemental instruction in English through the Rosetta Stone classroom program. This program will allow students to immediately begin learning English at their own pace with native language assistance. SIFE students will also be able to begin learning math at their individual level through the use of the STmath program. This is math software that allows students to learn and apply math concepts without the use of language. Classroom teachers/ESL teachers can monitor student progress in math and language acquisition through the administrative reports generated by these programs. SIFE students will be provided with explicit instruction in ELA by classroom teachers and ESL teachers who will push in during ELA instruction to assist. SIFE students will also receive academic intervention services as indicated by diagnostic assessments. Guidance support will be provided as needed.

Plan for ELL students in US less than 3 Years (Newcomers)

Newcomers in grades K-3 will receive explicit instruction in phonics, phonemic awareness, vocabulary development, comprehension, and fluency through the Reading First curriculum during the Literacy block. Certified ESL teachers will service the newcomers through a Push In/ Pull Out (as needed) model. Initial Reading First assessments (PPVT, ECLAS 2) will be given to Newcomers to determine beginning benchmark – ongoing progress monitoring will be used to follow progress toward proficiency. Newcomers in grades 4 -8 will be targeted by ESL teachers for Pull out in addition to regular push in schedule to work on vocabulary development and language acquisition using Harcourt – Moving Into English. ESL and Classroom teachers work collaboratively to support the learning of ELL students.

Plan for Long Term Ells

Long term ELLS will receive supplemental instruction in vocabulary development, comprehension, fluency, writing via a pull-out academic intervention program. These students will be targeted for inclusion in the ELL afterschool program for additional instruction in language acquisition and preparation for the NYSESLAT EXAM. Progress of these long term ELLs will be monitored monthly.

Plan for ELL Students in Special Education Classes.

Special Education ELLS have been strategically placed in CTT classes on grades K-2 and in one class on each grade so as to be able to more efficiently service these students. Students in CTT classes receive a more individualized instructional program due to the additional adults in the classroom. Instruction is individualized as indicated by each student's Individual Educational Plan (IEP). ESL teachers push in to

CTT classes and Special Ed. classes where ELLs are located. All Special Education classes utilize the same curriculum as the General Education classes in P.S.111Q as mandated by the NYS Education Dept. and the NYCDOE.

Transitional support for ELLs reaching proficiency on NYSESLAT.

Students who have reached proficiency on the NYSESLAT continue to be monitored by ESL teachers. These students are targeted for additional instruction in the ESL after school and encouraged to enroll in SES programs for additional tutoring. Transitional students also receive Academic Intervention Services from certified Reading and Math teachers in addition to the instruction they receive during the Math and Literacy Blocks. These students receive differentiated instruction through small group instruction with the AIS teacher utilizing such programs as Scholastic READ 180 and VMath, which individualize instruction via computer and track student progress.

e

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

To ensure the achievement of high academic standards and to accommodate the diverse needs of English language Learners, P.S. 111Q will provide rigorous ESL instruction by certified ESL teachers. Push-in and Pull –out (as needed) ESL services will be provided to the 65 General Education and Special Education ELLs whose parents have opted out of the Bilingual program. Beginning and Intermediate students receive a minimum of 360 minutes of ESL instruction in two period blocks, 5 times a week. Advanced students receive a minimum of 180 minutes of ESL instruction, one period a day, five times a week. To ensure ELLs will meet all NYS performance and Learning standards, P.S. 111Q has aligned all programs for ELLs with the comprehensive Core Curriculum in Literacy and Math.

P.S. 111 has been awarded a Reading First grant through NCLB legislation initiated by the Federal Govt. Students in grades K-3 receive explicit instruction in reading using research based strategies. K-2 ELLs receive instruction in reading during a 90 minute Literacy block using Harcourt "Trophies" and leveled libraries. They receive instruction in vocabulary development outside of the 90 minute block using Moving into English. ELLs in grades 4-8 will be receiving instruction in Balanced Literacy through The Readers and Writers Workshop. Science and Social Studies Instruction are integrated into the workshop model through the use of non-fiction texts and inquiry based projects with the support of Science and Social Studies Cluster teachers. The 100 Book Challenge program provides leveled trade books for students to read to improve fluency and comprehension. Students set reading goals and monitor their progress toward their goal. The Rosetta Stone Classroom program is used in the classroom to individualize language acquisition for ELL students. Students learn English in an immersive, personalized environment. Classroom teachers can monitor student progress using the built in management tool. Rosetta Stone Classroom is a supplemental computer language system that complements classroom instruction. Special Education and General Education students receive the same instructional programs with modifications based on students' Individual Educational Plans.

Students receive explicit instruction in Mathematics through the EveryDay Math curriculum in grades k-5 and the IMPACT Math curriculum in grades 6-8.

A proposed after-school program has been designed to service ELL students from grades K-8. Two certified ESL teachers will teach classes on Tuesdays and Thursdays from 3:00pm to 5:00pm. This program will begin in September 2009 and conclude in June 2010. One class will service approximately 15 Beginner ELL students in grades K-2. The second class will service 15 Intermediate students in grades 3-8. Students will be placed in these classes according to the achievement levels of the NYSESLAT. Students will receive intensive instruction in English language acquisition and prepare for NYSESLAT testing.

Academic Intervention Services – English Language Learners that are not receiving ESL are serviced by AIS teachers in the classroom and during small group pull out instruction.

Extra Instructional period- ESL students receive additional instruction from ESL teachers during the 37 1/2 minute extended day.

Guidance/ Attendance- ESL students are also provided with guidance services from the school guidance counselor and attendance improvement and counseling from Partnership with Children in their native language. Translators are provided when needed. Western Queens Consultation also provides mental health services in native language.

Instructional materials

The Instructional materials used to support the learning of ELLs are:

LITERACY

Grades K-3 (Reading First) Harcourt Trophies
Vocabulary development: Rigby "Moving Into English"
READ 180- supplementary reading program
100 Book Challenge- Leveled Libraries- Eng.
Rosetta Stone Classroom- Language immersion program (Eng.)

MATH

Impact Math

Everyday Math

VMath- computerized math instructional program

ESL AFTERSCHOOL PROGRAM

Reading - ELL Native Language Classroom Libraries in Spanish and Arabic

100 Book Challenge leveled libraries- Eng.

Vocabulary Development: Rigby "Moving into English"

"Getting Ready For The NYSESLAT" - Test Prep program

Rosetta Stone Classroom

Rosetta Stone Classroom is a new program being used to supplement the "push-in" instruction provided by the ESL teachers. Teachers and administrators had identified the need for some type of language acquisition program that would allow non-english speaking students to immediately begin learning on their first day of school at faculty conferences and grade meetings. The LAP committee researched several language acquisition programs and determined that the Rosetta Stone Classroom program would address this need. The Rosetta Stone Classroom program provides an immersive and personalized English learning experience for a wide range of students. The programs features- such as speech analysis tools, grammar and spelling components and predefined course templates – complement instruction in the classroom and allow the diverse group of students to attain language skills at their own pace.

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

ESL teachers will attend QTEL Institutes on best practices in ELA and Math Instruction for ELL students in October 2009. Classroom teachers will attend ongoing professional development workshops scheduled by the Office of ESL and Bilingual Education for the 2009-2010 school year. ESL teachers and Coaches will provide additional training to classroom teachers during the school year. School Administrators will attend QTEL for Administrators Institutes during the summer 2009.

All teachers of ELLS will receive a minimum of 7.5 hours of training in the methodology and best instructional practices for teaching ESL through the content areas. This training will be provided during monthly grade conferences, Chancellors professional development days, professional development sessions provided by CFN#410 staff developers, etc... ESL teachers and school administrators will attend QTEL Institutes as scheduled during the 2010- 2011 school year. All teachers of ELLS have received professional development on the following topics:

- Common Core State Standards
- NYSESLAT/ ELL PERIODIC ASSESSMENTS ANALYSIS
- Guided reading for ELLS
- Technology for English Language Learners

ELL students receive transitional support from the Guidance Counselor when they are preparing to graduate from our 8th grade and go to high school. The Guidance counselor (with assistance from native language translators) assists ELL students in the selection of high schools based on their interests and language needs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Two Parent Orientations will be held – one in September 2009 and the other in January 2010 for parents of newly enrolled ELLs--to provide them with information about program offerings. Translators will be available for parent orientations and informational materials will also be available in the parent's home language. An ELL parent workshop will be conducted in January, prior to the administration of standardized tests, to review strategies to assist their children to prepare for examinations and to meet instructional standards.

Parents of incoming ELL Kindergarteners will be invited to attend an informational session on the overview of P.S. 111's ESL program and to take a tour of the school. This session has been scheduled for the end of June 2010. Another session will be planned before the start of the school year 2010- 2011. Interpreters will be provided for parents who need translation.

P.S. 111Q partners with the Queens Library - LIC Branch - to provide English as A Second Language, job skills, and computer training to the parents of ELL students in our school.

The needs of all parents are assessed through surveys, the Learning Environment Survey, parent feedback during Parent Teacher conferences

and visits to school..
PLEASE SEE PARENT INVOLVEMENT POLICY.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	8	6	4	2	3	3	0	1					27
Intermediate(I)	0	5	2	4	5	2	2	2	6					28
Advanced (A)	0	0	0	2	4	6	2	1	0					15
Total	0	13	8	10	11	11	7	3	7	0	0	0	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	3	1	1	1	1	0	0				
	I	0	3	0	0	1	0	1	1	1				
	A	0	5	4	5	3	4	3	1	2				
	P	0	3	1	4	6	6	2	1	4				
READING/ WRITING	B	0	3	6	4	2	3	3	0	1				
	I	0	3	2	4	5	2	2	2	6				
	A	0	0	0	2	4	6	2	1	0				
	P	0	0	0	0	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	4	1	0	11
5	4	5	2	0	11
6	3	3	1	0	7
7	0	3	0	0	3
8	3	4	0	0	7
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6		4		1		0		11
5	4		5		3		0		12
6	3		3		1		0		7
7	0		3		0		0		3
8	3		4		0		0		7
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The early literacy skills of ELLs in grades K-3 are assessed using the DIBELS assessment and Reading 3D for comprehension. DIBELS assesses phonics, phonemic awareness, letter name fluency, nonsense word fluency, comprehension and fluency.

After reviewing student performance in the four modalities (Listening, Speaking, Reading, and Writing) we have detected the following patterns:

- 20 ELL students in grades 3-8 achieved on level 3 or higher.
 - 13 ELL students in grades 3-8 achieved on level 2
 - 1 ELL student in grades 3-8 achieved on level 1
-
- Level one and two ELL students must be targeted for AIS services in addition to instruction given during the Literacy Block.
 - Level three students must receive additional instruction in ELA. This can be done during the Extended Day Program.
 - Instruction in ELA must be differentiated to meet the needs of ELL students and include focused supports for ELL students.

After a review of the results of the 2010 Math exam taken by ELL students :

- 4 ELL students in grades 3-8 scored level 3 or above on the exam.
- 19 ELL students in grades 3-8 scored level 2 on the exam.
- 16 ELL students in grades 3-8 scored level 1 on the exam.

Implications for Instruction

- Level one and two ELL students must be targeted for AIS services in addition to instruction given during the Math Block.
- Level three students must receive additional instruction in Math in addition to the regular math block. This can be done through the Extended Day Program afterschool.
- Instruction in the EveryDay math classroom must be differentiated to meet the needs of all ELL students. Visual representation of math operations, opportunities to articulate the processes used to solve problems, and small group instruction must be used by all classroom teachers to provide authentic instruction for ELL students.
- ELL classrooms must be monitored for delivery of instruction and adherence to the mandated curriculum.

Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		11/1/10
	Other		
	Other		
	Other		