



PS118
THE LORRAINE HANSBERRY SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 29Q118 – THE LORRAINE HANSBERRY SCHOOL
ADDRESS: 190-20 109TH ROAD
TELEPHONE: (718)465-5538
FAX: (718)264-9178

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 118 **SCHOOL NAME:** The Lorraine Hansberry School

SCHOOL ADDRESS: 190-20 109th Road

SCHOOL TELEPHONE: (718) 465-5538 **FAX:** (718) 264-9178

SCHOOL CONTACT PERSON: Cynthia Ofori Feaster **EMAIL ADDRESS:** cfeaste@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Cynthia Ofori Feaster

UFT CHAPTER LEADER: Nancy Aromando

PARENTS' ASSOCIATION PRESIDENT: To Be Determined

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** Community CFN 304-
Network 5

NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: Lenon Murray

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
Cynthia Ofori Feaster	*Principal or Designee	
Nancy Aromando	*UFT Chapter Chairperson or Designee	
Kim Mercado	*PA/PTA President or Designated Co-President	
Racquel Holmes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
La Keisha Riggins	Teacher	
Erica Rose	Teacher	
Andrea Clarke-White	Teacher	
To Be Determined	Member/	
To Be Determined	Member/	
To Be Determined	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

The Lorraine Hansberry School. P.S. 118 Queens, is a Pre-Kindergarten through fifth grade school is located in Hollis, Queens, NY. It functions within a seven period schedule, beginning at 8:10 AM until 2:30 PM. Tuesdays through Thursdays students who need extra help are involved in the Extended Day program which begins at 2:30 PM. The instructional leadership includes a principal and an assistant principal. There are 30 classes, 20 are general education and 10 are special education. There are 9 Enrichment teachers who provide instruction in Science Lab, Science Content, Student Activities and Health Education, Math, Non-Fiction Reading and Writing, Instrumental Band, Reading, Reading/Writing/Cultural Arts, and Technology. Instructional programs include Balanced Literacy, Mathematics, Science, Social Studies, Penmanship, and Current Events. Academic Intervention Services are provided for 35-minutes each morning where literacy and math instruction are given in small groups.

Our community collaborations are I Love Our Youth, Learning Leaders Volunteer Program, Southern Queens Parks Association (SQPA) After School Program, Penny Harvest, Food Drives, Mitten and Hat Children's Project, Pennies for Patients and partnership with Hillside Nursing Home. Parent collaborations include Know Your School Morning & Night, Defensive Driving, Reading Pajama Party, Book Fair, An Evening of Music, Dance, and Song, and Test Preparation Workshops. Special initiatives implemented include Title I Math, AIS Reading, Instrumental Band Program, SQPA After School Program, After School & Saturday Enrichment/Tutorial Programs, ESL Program, Multi-Media, Rite to Passage Mentoring Program, Technology Club, Closing the Achievement Gap, and Field Day. In addition our student recognition programs include Honor Roll/Academic Excellence – Lorraine Hansberry Scholars, Citizenship, 100% Attendance, and Service.

School Vision

All students of the Lorraine Hansberry Public School 118 School Community will respect themselves, each other, their parents, teachers, elders and the school they attend, in order to become a positive influence in their residential community and society as a whole.

They will become self-motivated life long learners through participation in challenging academic learning activities that foster critical, analytical and evaluative thinking skills.

School Mission

Our classrooms must be viable learning communities in which every child's talents and personal strengths are nurtured and developed, so that each student is able to experience the kinds of academic success and confidence in his or her intellectual abilities, that will be applicable to all areas of life.

Every adult that works directly or indirectly with students will be dedicated to ensuring that each child is able to reach and function based on his or her fullest academic and social potential. We will be caring, sensitive, understanding, and helpful so that all children are successful and become validated members of the P.S. 118 Community.

We will strengthen and support the intellectual development of our students by providing a comprehensive, broad – based elementary grades curriculum that includes five core subjects (Reading, Writing, Science, Social Studies, and Mathematics) and two supplemental subject areas (Current Events and Penmanship).

“Children are the messages that we send to a time we will not see”

The preparation for the positive and productive future that we want all children to have starts with our work here at P. S. 118Q.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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. 118Q The Lorraine Hansberry School				
District:	29	DBN #:	29Q118	School BEDS Code:	342900010118

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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	27	20	23		92.4	92.0			
Kindergarten	92	87	90						
Grade 1	110	117	119	Student Stability: % of Enrollment					
Grade 2	126	114	117	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	112	95	100						
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
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		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school's 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?
-

Based on a comprehensive review of our school's educational program, incorporating current quantitative and qualitative data available regarding student performance, we have identified the following trends: There was an overall decline in the areas of English Language Arts and Mathematics proficiency levels for our students. Although scale scores increased for many students, there was an evident change in the rubric used to assess the level of scaled scores. Students that performed on a proficiency level of 3 to 4 displayed a performance decline to a level 1 to 2. This new scaled assessment was designed to give a "true" or more accurate picture of our students' level of academic stamina. Based on the scaled scores of our students, there is a clear indication in the need for increased academic rigor in all core subjects of reading, mathematics, science, social studies, writing, with the incorporation of current events and enrichment teaching. Additionally, data indicates that students are not well versed in identifying genres based on literature. Students displayed weakness in listening skills and response to literature. Writing with the infusion of the mechanics of grammar is another area of our academic program that requires professional development and revamping. Our students performed proficiently in science, however, we have incorporated additional off site professional development for our teachers and students. Collective collaboration and partnership with DOE programs and community vendors will only enhance the fulfillment of our goals.

Over the last couple of years, we have previously stated, we have seen an increase in the development of our science programs. Our teachers have participated in professional development which has given them excellent seminars in hands – on experimentation that has filtered over into our classroom experience. Teachers in collaboration with Queens College have been trained in the use of microscopes, investigation, on-site outdoor field experiments, rocks, minerals, and the use of the environment in the development of natural habitats. This year we are in partnership with Hofstra University to develop the next phase of our science program. This partnership will also include professional development, inter-classroom visitations and lab sites, assistance with improving academic instruction and elevating the level of rigor, field trips and additional opportunities that will enhance their experience as well. Our partnership with Hofstra University will also include a mathematics phase that is comprised of the same components.

P.S. 118Q is proud to be a part of the NYC Mayor's (Mayor Michael Bloomberg) Initiative: The Green Roof Project. Our facilities roof has been transformed and now houses the instrument for a comparative study of a "green" and a "blue" roof. This is a three year project that will be used as a vital educational tool for our students, teachers, and community. We recently celebrated the mayor's visit to inaugurate this auspicious event.

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.

1. **By June 2011 the K – Grade 5 teachers will use data to effectively improve student performance by 2 to 5% in ELA and Math.**
 - Teachers will collect, analyze and use the following data to meet the needs of their students: Acuity, ARIS, Literacy Assessments, teacher-made assessments, unit assessments.
 - The Inquiry Team and Grade Inquiry Teams will look at targeted students and recommend strategies and best practices to improve instruction.

2. **By June 2011 the teachers K – Grade 5 will participate in professional development activities at least 1 time per month to improve teaching and student achievement.**
 - Teachers will participate in lab-site inter-visitations to observe strategies and develop best classroom practices.
 - Teachers will collaborate with their grades each week to develop lesson plans, analyze student data and share instructional best practices.
 - Teachers will participate in external professional development, supported by fiscal and internal instructional leadership.

3. **By June 2011 teachers K – Grade 5 will participate in a school-wide focus in ELA and Math to develop at least 2 strategies to improve student performance by 2% to 5%.**
 - Teachers will attend professional development activities to focus on improved ELA instruction.
 - Teachers will participate in lab-site inter-visitations to observe strategies and develop best practices.
 - Students not showing a years progress in SY 2010 – 2011 will receive support throughout the year from the AIS Coaches.

4. **By June 2011 the teachers in K- 5 will provide a minimum of 1 activity per month that incorporates differentiated instruction in ELA, Math, Social Studies, or Science.**
 - Professional Development Coaches and Enrichment Specialists will provide opportunities for teachers in K through 5 to participate in differentiated activities and training in ELA, Math, Social Studies, and Science.
 - Professional Development coaches will attend professional development in ELA, Math, Social Studies, and/or Science and will disseminate information to and share practices with staff.

5. **By June 2011 parent involvement participation will increase in school activities, as evidenced by attendance sheets and records from all school related activities including workshops and parent information seminars.**
 - **Provide various forms of communication to improve parent- school connection.**
 - **Build stronger partnerships with parents to increase student achievement.**

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 (where relevant): Goal # 1 ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 the K – Grade 5 teachers will use data to effectively improve student performance by 2 to 5% in ELA and Math.</p> <ul style="list-style-type: none"> • Teachers will collect, analyze and use the following data to meet the needs of their students: Acuity, ARIS, Literacy Assessments, teacher-made assessments, unit assessments. • The Inquiry Team and Grade Inquiry Teams will look at targeted students and recommend strategies and best practices to improve instruction.
<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>Target population: K-5 students (including ELL & special ed.) Timeline: September–June, Daily Staff: Instructional Staff, coach, administrative, staff developers</p> <ul style="list-style-type: none"> • Activities: Continue to provide training for the inquiry team and teachers in the use of Acuity, ARIS, and other assessment tools. • The inquiry team will share data and strategies for decoding, figuring out vocabulary in context, and deepening comprehension skills with staff members during grade meetings and staff conferences. • Professional Development coaches will provide professional development for ELA/Balanced Literacy and ELA/Academic intervention strategies for all teachers. • The Data Specialist will assist the teachers in using assessment tools to access student data in ELA using ARIS, Acuity and Balanced Literacy. • Common prep periods will be provided so that teachers can discuss and review student work and data from formal and informal assessments. • Each grade will collect, analyze and use the data to meet the individual learning needs of a small group of students. • Grade level inquiry teams will select targeted students to analyze data and recommend strategies to improve instruction.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>TL Fair student funding, EGCSR State Funding, C4E, Title 1 SWP</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>ELA periodic assessments (four times per year); Student observation; guided reading levels; skills checklists; Spelling Inventory (three times per year); student work; Acuity; ARIS; Interim ELL Assessments: The Inquiry Team and approximately 90% of the classroom teaching staff will use the above stated assessments. The Inquiry Team and approximately 90% of the classroom teaching staff will participate in inquiry team activities (studying targeted students for improvement). 2% of the students will make gains in ELA.</p>

Subject/Area (where relevant): Goal # 2 Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 the teachers K – Grade 5 will participate in professional development activities at least 1 time per month to improve teaching and student achievement.</p> <ul style="list-style-type: none"> • Teachers will participate in lab-site inter-visitations to observe strategies and develop best classroom practices. • Teachers will collaborate with their grades each week to develop lesson plans, analyze student data and share instructional best practices. • Teachers will participate in external professional development, supported by fiscal and internal instructional leadership.
<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>Target population: K-5 Staff Timeline: Sept – June, a minimum of twice per month Activities:</p> <ul style="list-style-type: none"> • The Professional Development Coaches will disseminate information to the respective grades regarding changes and new initiatives: Literacy assessments, spelling inventory, use of student data, guided reading library • The Professional Development Coaches will review student work including writing, running records, and unit tests in order to align best practices to student needs. • The Professional Development Coaches will discuss professional resources that support and improve the instructional program. • The Professional Development Coaches will provide Professional development in skills for Special Ed, ELL, ELA, and MATH to staff members, specifically relating to differentiated instruction, small group intervention, integrating reading skills across curriculum areas, and integrating best practices, including demonstrations and inter-visitations from lower and upper grades. • Principal will conduct professional conversations with all teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL Fair student funding, EGCSR State Funding, C4E, Title 1 SWP</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Review of minutes and agendas, evaluations, feedback forms, schedules of professional development, attendance at meetings.
Projected gains: Approximately 70% of the teaching staff will participate in lab-site inter-visitations a minimum of twice per year. Approximately 100% of the classroom teachers will meet with their grade teams, minimum of once per week. Approximately 100% of teachers will participate in scheduled professional development.

Subject/Area (where relevant):

Goal # 3 Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 teachers K – Grade 5 will participate in a school-wide focus in MATH to develop strategies to improve student performance by 2 - 5%.</p> <ul style="list-style-type: none">• Teachers will attend professional development activities to focus on improved MATH instruction.• Students not showing progress in SY 2010 – 2011 will receive support throughout the year from the AIS Coaches.
<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>Target population: Instructional staff and K-5 students Timeline: Sept. – June, Daily Staff: Instructional Staff, Coach, Administrative, Staff Developers Activities:</p> <ul style="list-style-type: none">• Professional Development Coach will provide training and demonstrations for teachers in math standards and differentiated instruction for small groups during lab-site visits.• Professional Development Coach will share information given during math curriculum meetings with their grade at their meetings.• Professional Development Coach will provide professional development about strategies and methods for areas of student weakness.• During Inquiry Team Meetings, teachers will use assessment tools to access student data in math and work with a targeted student population in the area of estimation.• Teachers will discuss and analyze student math work and data from Acuity and ARIS during grade meetings, inquiry meetings, and math curriculum meetings.• AIS teachers will provide small group instruction to students below grade level in SY 2010-2011.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Fair student funding, EGCSR State Funding, C4E, Title 1 SWP</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Minutes, Agendas, Assessments (periodic, unit, interim, ARIS, Acuity) Projected gains: Students will improve their performance by 2%. Teachers will use at least two strategies to improve math instruction.</p>
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Subject/Area (where relevant): Goal # 4 ELA, Math, Social Studies & Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the teachers in K- 5 will provide a minimum of 1 activity per month that incorporates differentiated instruction in ELA, Math, Social Studies, or Science.</p> <ul style="list-style-type: none"> • Professional Development Coaches and Enrichment Specialists will provide opportunities for teachers in K through 5 to participate in differentiated activities and training in ELA, Math, Social Studies, and Science. • Professional Development coaches will attend professional development in ELA, Math, Social Studies, and/or Science and will disseminate information to and share practices with staff.
<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>Target population: Instructional staff and K-5 students Timeline: October – June, once a month Staff: Instructional staff, Administrative and Staff Developers. Activities:</p> <ul style="list-style-type: none"> • Enrichment Social Studies and Science Teachers will provide opportunities for students in K-5 to participate in differentiated activities. • Professional Development coaches will attend professional development and disseminate information and share practices. • Teachers will share practices and creative ideas during grade meetings. • Teachers will evaluate student work to determine and realign learning needs. • Study group opportunity to explore differentiated instruction in social studies and Science. • SQPA after-school social studies and science enrichment activities

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Fair student funding, EGCSR State Funding, C4E, Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Exhibiting and evaluating projects once a month. Using a rubric, assessment will be conducted to determine student progress. Projected gains: 3% of students assessed will show performance gains in social studies and science.</p>

Subject/Area (where relevant):

Goal #5 Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 parent involvement participation will increase in school activities, attendance sheets and records from all school related activities including workshops and parent information seminars.</p> <ul style="list-style-type: none"> • Provide various forms of communication to improve parent- school connection. • Build stronger partnerships with parents to increase student achievement.
<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>Target population: Parents Timeline: Sept – June, minimum of 2 activities Staff: Administrative, Parent Coordinator, PTA Executive Board, SLT, Instructional staff</p> <p>Activities:</p> <ul style="list-style-type: none"> • Parent Workshop opportunities in technology and other curriculum areas. • Communication (phone messenger, email, flyers, calendars, newsletters, informative publications) • School-related activities (Curriculum family activities) • Students progress communication in addition to the report card. • Participation in day school activities (literacy celebrations, trips, assemblies, • Community Partnerships activities (SQPA), beautification projects, Learning Leaders Program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Fair student funding, EGCSR State Funding, C4E, Title 1 SWP.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance logs, parent survey (Learning Environment) feedback forms, documentation from parent coordinator log.</p>

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	30	30	N/A	N/A	15	3	1	0
1	33	33	N/A	N/A	25	5	2	0
2	28	28	N/A	N/A	40	7	4	0
3	70	70	N/A	N/A	30	14	1	1
4	66	66	123	56	20	7	4	2
5	75	75	N/A	84	30	8	1	2
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Test Prep Program (Grades 3-5)-The classroom teachers, for grades 3, 4 and 5, provide additional instruction focusing on preparation for City and State tests in Reading. Instruction takes place during school hours.</p> <p>Enrichment Program -Teachers provide services to students in grades 1-5 at risk of failing Reading, in small groups, Reading instruction is designed to meet students’ needs. This instruction takes place during the day.</p> <p>Instructional Support Program/ Title 1 Support- Additional classroom assistance for small group instruction in grades K, 2 and 3 in the areas of reading, and writing. This instruction takes place during the day.</p> <p>ESL Reading in Content Area- This program provides instruction in Literacy in the content areas in English, to those students whose native language is not English. Instruction takes place during the day.</p> <p>Special Education Teacher Support Service (SETSS)-An academic remediation program designed to provide at risk students small group instruction and/or consultation in the classroom or pullout with a Resource Room Teacher for a maximum of ten weeks. Instruction takes place during the day.</p> <p>ESL Test Preparatory Program -This program is designed, for those students whose native language is not English to meet students’ needs in preparing them for New York City and State Exams. Instruction takes place after school.</p> <p>Academic Tutorial/Test Prep Program -Students in grades 3, 4, and 5 are provided with additional instruction in reading and math in order to prepare them for the City and State Exams. Instruction takes place after school.</p> <p>Paraprofessional Assistance -In grades K-5 the Paraprofessional provides assistance to the classroom teacher with instruction targeting students who are at risk academically and socially.</p> <p>Southern Queens Park Association- A community based program designed to nurture students’ social and academic awareness. Academic activities in the program support the curriculum of the day. Instruction takes place after school.</p> <p>Learning Leaders Volunteers -Parents who have been trained to assist classroom teachers with students who are in need of extra help and are in jeopardy of being at-risk of not meeting State Standards.</p> <p>Speech -Services provided to students who have difficulty with speech, which may be a barrier to student learning and placing the student at risk of not meeting State Standards. Services are provided during the day.</p> <p>37 ½ Minutes/Extended Day-Students in grades 1-5 receive intervention services in the areas of reading and math as reflected in their assessments</p> <p>Wilson/ Foundations Reading System- Decoding and encoding system directly teaching word structure with a 12 - step program designated for students of SPE.</p>
Mathematics:	<p>Title I Math -The Title I Math Instructor provides services to students in grades 3-5 scoring below grade level regarding City and State Mathematics Standards. This instruction takes place during the school day.</p> <p>Test Prep Program (Grades 3-5)-The classroom teacher, for grades 3, 4 and 5, provides additional instruction focusing on preparation for City and State tests in Reading and Math. Instruction takes place during school hours.</p> <p>Enrichment Program -Teachers provide services to students in grades 1-5 at risk of failing Reading and/or Math. In small groups, Reading and Math</p>

	<p>instruction is designed to meet students' needs. This instruction takes place during the day.</p> <p>Instructional Support Program/ Title 1 Support- Additional classroom assistance for small group instruction in grades K - 5 areas of math. This instruction takes place during the day.</p> <p>ESL Math in Content Area- This program provides instruction in Literacy in the content areas in English, to those students whose native language is not English. Instruction takes place during the day.</p> <p>Special Education Teacher Support Service (SETSS)-An academic remediation program designed to provide at risk students small group instruction and/or consultation in the classroom or pullout with a Resource Room Teacher for a maximum of ten weeks. Instruction takes place during the day.</p> <p>ESL Test Preparatory Program -This program is designed, for those students whose native language is not English to meet students' needs in preparing them for New York City and State Exams. Instruction takes place after school.</p> <p>Academic Tutorial/Test Prep Program -Students in grades 3, 4, and 5 are provided with additional instruction in math in order to prepare them for the City and State Exams. Instruction takes place after school.</p> <p>Southern Queens Park Association- A community based program designed to nurture students' social and academic awareness. Academic activities in the program support the curriculum of the day. Instruction takes place after school.</p>
Science:	<p>Science Lab Enrichment -Students in grades K-5, using the Harcourt Science Program will be introduced to the hands-on approach to science utilizing the Science lab, meeting the required State Science Standards. Additional content area instruction will be provided within the classroom setting. Science enrichment takes place during the day.</p> <p>Science Content Enrichment -Students in grades K-5, using the Harcourt Science Program will be introduced to the hands-on approach to science meeting the required State Science Standards. Additional content area instruction will be provided within the classroom setting. Science enrichment takes place during the day.</p> <p>Southern Queens Park Association - A community based program designed to nurture students' social and science awareness. Academic activities in the program support the curriculum of the day. Instruction takes place after school.</p>
Social Studies:	<p>Social Studies Enrichment -Small class instruction designed to give students more time to master skills necessary for meeting State Standards.</p> <p>Southern Queens Park Association - A community based program designed to nurture students' social and academic awareness. Academic activities in the program support the curriculum of the day. Instruction takes place after school.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Staff and Students Mentoring -Targets students in grades K-5 who have been identified as socially or academically at risk. The program is designed to assist the students in understanding the source of and solutions to academic problems while developing positive academic and social skills.</p> <p>Guidance Counseling -Individual or small group counseling services provided to students at-risk of not meeting State Standards. Counseling services address social, academic and/or emotional issues, which may be preventing students from reaching their full potential in the classroom environment. Counseling takes place during the day.</p> <p>Behavioral Intervention -Individual or small group counseling services provided to students whose behavior interferes with classroom instruction and student learning. Behavioral intervention counseling supports your child in making the necessary adjustments for meeting their academic potential for meeting State Standards. This service takes place during the school day.</p> <p>Attendance Monitoring- Monitoring students who are at risk of not meeting attendance requirements for promotion and not meeting State Standards due to classroom and/or exam absenteeism and/or tardiness.</p>

<p>At-risk Services Provided by the School Psychologist:</p>	<p>Student Support Team - The Pupil Personnel Team meets to discuss the social and/or academic issues of at-risk students. They design a plan addressing the needs of individual at-risk children for meeting the State Standards. The plan is carried out and the progress of the students is monitored. These meetings take place during the day.</p> <p>Instructional Support Committee-Assistance to the classroom teacher for emotional, behavioral, and educational concerns impeding on classroom instruction. Support is given in behavior modification for the at-risk student during the school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Student Support Team - The Pupil Personnel Team meets to discuss the social and/or academic issues of at-risk students. They design a plan addressing the needs of individual at-risk children for meeting the State Standards. The plan is carried out and the progress of the students is monitored. These meetings take place during the day.</p> <p>Instructional Support Committee-Assistance to the classroom teacher for emotional, behavioral, and educational concerns impeding on classroom instruction. Support is given in behavior modification for the at-risk student during the school day</p>
<p>At-risk Health-related Services:</p>	<p>Paraprofessional Assistance -In grades K-5 the Paraprofessional provides assistance to the classroom teacher with instruction targeting students who are at risk academically and socially.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- x Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 _____ Number of Students to be Served: 45 _____ LEP _____ Non-LEP

Number of Teachers 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Public School 118 is located in Hollis Queens. This Pre-K through 5th grade school serves a population of 760 students. The community is home to many new immigrants from Haiti, the Dominican Republic, Ecuador, Jamaica, Africa and Guyana.

The ESL program at PS 118 for the year 2010-2011 is a free standing pull out program. This program is servicing about 45 ELLs in grades K through 5 on various proficiency levels. The languages spoken by our ELLs are Haitian Creole, Spanish, Arabic and German. The ELL population attending PS 118 represents approximately 5% of the school population. The students are grouped according to three proficiency levels: Beginning, Intermediate and Advanced. Currently, we have the following breakdown according to grades: K-8; in first grade 9; in 2nd grade 6; 3rd grade 6; 4th grade 5 and in 5th grade there are 10 students. There are also special education students in grades 5, 4, and 3.

A fully licensed ESL teacher instructs the ELL's through a pull-out model English Language Arts program in 5 groups two days a week with the students in grades 3-5 they are fully serviced receiving a 180 minutes a week of English language instruction and grades K-2 are partially serviced receiving 120 minutes of instruction. All teachers at PS 118 are fully licensed and copies of their licenses/ certifications are on file.

Parent involvement is encouraged at every opportunity through parent- teacher conferences. Parent orientation meetings are held within the first 10 days of the school year and on an on going basis during the year for new admit. The parents are notified to come to meetings via letters in their home language that are sent by the ESL teacher. In these meetings parents are shown a video which describes the various programs that are available to them. They are informed that they may opt for a bilingual program (at another school) and then they fill out and sign a questionnaire with their decision. The trend at PS 118 has been that most parents opt for the free-standing ESL program which the school offers. Those parents who opt for a bilingual program are referred to a school that provides such a program. The ESL teacher reads the responses on the surveys and sorts them according to the models chosen, after which she determines the patterns and trends. If the trend changes and there is a growing desire for TBE, the school will notify the Office of ELL. We also conduct parent workshops to instruct parents as to how they can help their children in specific academic areas. We use translators in all parent meetings for the ELL students.

The language of instruction in our ESL program is English. Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive, standards driven instruction in all areas of the core curriculum. All content area lessons are differentiated to meet students' needs. The teachers of ELLs scaffold academic language to support students' participation in the content areas. The ESL teacher also uses visuals and or regalia to facilitate students' understanding of academic content, model the use of the language functions and structures within the context of the lesson. The ESL program in our school is aligned with the school curriculum in each grade level. We are following a balanced literacy approach for reading and writing. Guided reading and read aloud is used in all levels but more intensively at the Beginning and Intermediate levels. Accountable talk and shared reading is the focus at the advanced level. This program is teaching high standards. It is achieved through intensive instruction and academic rigor. The program contains well developed learning strategies that prepare the ELLs to critically, solve problems and communicate English. It is done through specific scaffolding techniques and strategies in a variety of challenging texts. Students are exposed to different genres in literature and nonfiction texts. The materials used are factual, newspaper articles, signs, advertisements, dialogues, poetry, drama, journal reading and writing. Our work is grounded on the Principles of Learning with a concentration on academic rigor and differentiation. Students take an active role in their learning process by being aware of the scaffolding and mapping techniques that are being introduced to them.

The Beginning and Intermediate level students in grades 3-5 are receiving 360 minutes of ESL instruction per week (including content areas). The Beginning and Intermediate students in grades K-2 are partially serviced receiving 120 minutes of service per week. The advanced level group is fully serviced and receives 180 minutes of instruction weekly.

Assessments are done several times during the year. In the spring the NYSESLAT exams is administered to ELLs. The measures the ELLs progress in four modalities (Listening, Speaking, Reading and Writing) and helps identify the specific areas in which each student needs more instruction. In addition to this exam, there are two other Interim assessments during the school year and teacher’s own assessments. The NYSESLAT of 2010 indicated that the ELLs in the Advanced and Intermediate level needed more instruction in writing and our beginners needed extra instruction in reading in addition to listening and speaking. PS 118 use the results of the LAB-R, NYSESLAT, state assessments, interim assessments and teacher assessment to inform the LAP. The Beginning and some of the Intermediate level students scored low in Listening, Speaking, Reading and Writing. The advanced level students’ test results were low only in writing. The implication for our ESL instruction is to use differentiated instruction focusing on the literacy components to which the students are deficient for the beginner and intermediate as well as the advanced, utilizing texts and nonfiction literature in the content areas of Science, Math and Social Studies.

The results of the 2010 New York State ELA and Mathematics assessments indicate that the ELLs scored the following performance levels:

Current Grade 4 Students Based on State Assessments (English versions)

Performance Level	Number of ELLs Assessed in ELA (3)	Number of ELLs Assessed in Math (3)
1	2	1
2	1	1
3		
4		
Absent for Exam		1
LEP Exempt	0	0

Current Grade 5 Students Based on State Assessment

Performance Level	Number of ELLs Assessed in ELA (10)	Number of ELLs Assessed in Math (11)
1	4	2
2	4	6
3	2	3
4	2	
Absent for Exam		
LEP EXEMPT	1	0

Mostly the Beginner level students achieved a score of 1. The Intermediate level students scored 2 and the Advanced level and the advanced level students scored level 3. Overall the majority of ELLs achieved a score of 2 and 3 on the ELA exam and a score of 2 in math.

Primary Assessment

PS 118 does not use ECLAS. However, the results for the **Teacher’s College Assessments** are as follows:

Kindergarten:

2 Beginners : Non Readers Approaching A
6 Advanced: Level B

Grade 1:

3 Beginners – Reading Level A
2 Advanced - Reading Level C
3 Intermediate - Level B

Grade 2:

1 Non speaker of English
3 Beginners Rdg. Level C
2 Intermediate Rdg. Level E grade

Based on the results of the Literacy Assessments, the Beginners and intermediates in kindergarten are currently meeting the grade level standards with reading levels of A or B. However, in grade 1 the beginners and intermediates are far below standard. In grade 2, the Beginners who are receiving Special Education services are far below grade level standards, while the intermediates and advanced students are meeting grade level standards. The pattern shows that in Kindergarten the ELLs are emergent as are the other students. The pattern in grade 1 shows that the students are struggling and are evaluated for additional services. The pattern in grade 2 shows that the beginners are also struggling and they are receiving additional services. The Intermediate and advanced students are making progress.

The students' of native language skills are used to aid comprehension in all content areas. In addition the ESL library consists of bilingual books in the students' native languages. The students also participate in public speaking in their native language on occasion.

Based on these results, the following implications for the LAP and for instruction in literacy:

- Intensive instruction in reading and writing skills in using a Balanced Literacy approach to teaching reading and writing
- Continuous in house professional development provided by Professional Development Coaches
- Extended Day small group individualized instruction (37.5 minutes)
- AIS- Academic intervention (on a daily basis in ELA)
- Title III after school ESL Program 3 times a week for the grades 3,4,5 and once a week for grade 2 ELLs

Based on the Math test results the implications for instruction are:

- Include Math instruction as part of the ESL curriculum, aligning it with the Math Curriculum focusing on math vocabulary and concepts
- Ongoing professional development provided by the Math Coach to classroom teachers of ELLs and the Math Cluster teacher
- Extended Day instruction in math (small group)
- Include Math instruction in the ESL Title III Afterschool Program

Native language support is provided at PS118. Newcomers to the country are provided with bilingual dictionaries for their personal use.

They are assigned a buddy who speaks their native language to make their transition easier and help with content area vocabulary. Library books are available in the native language of new arrivals as well. In addition, they attend our ESL program and receive extra intervention through AIS daily. Computers will also be utilized by these students to help acquire basic reading and math skills and concepts.

The ESL teacher works with our in house middle school liaison to help ELLs as they transition from Elementary to Middle School level. She also helps students with the application process. ELLs who are identified as having special needs receive all services as per their IEP. We have 4 students

who participate in the SETTS program and 5 students in self contained Special Education classes. We have 1 Special Education student who is provided a bilingual paraprofessional.

To ensure that teachers receive 7.5 hours (or 10 hours for Special Education teachers and paraprofessionals) in strategies in teaching ELLs the ESL teacher will provide Professional Development during grade conferences and or afterschool. The strategies will include scaffolding techniques such as mapping, word analysis, graphic organizers, and exposure to different genres of texts, decoding idioms and expressions. These sessions will take place throughout the school year.

Students who have reached proficiency level based on the NYSESLAT continue to receive ESL support for example they are eligible for extended time on state referenced exams for 2 years after passing the NYSESLAT and are invited to participate in the afterschool program. Articulation between the exam ESL teacher and classroom teachers continues throughout the school year.

The school leadership uses periodic/ interim assessments to inform instruction by analyzing the data to determine the needs of students and staff members. Programs are then put in place which may include material or professional development from school staff members, network leaders, or other specialists. Assessments are done a few times a year. In the spring the NYSESLAT exam is administered to ELLs. This test measures the ELLs progress in four modalities (Listening, Speaking, Writing, and Reading) and helps identify the specific areas in which each student needs more instruction. In addition, to this exam there are two other interim assessments during the year and teacher's own assessment s. The above assessments demonstrate that our ELLs in intermediate and Advanced levels need more instruction in Writing while beginner levels need extra instruction in Reading and Writing as well as Listening and Speaking.

Our goal and practice with the ELL population is to provide differentiated instruction to each student. These students are at different points in their language acquisition spectrum and by knowing each child's needs we can address the needs by creating the appropriate plan for them. Therefore, we group the students according to specific skills that they need to work on. The AIS instruction concentrates on the specific skills that need improvement. The after schools ESL Program from November through June students receive extra hours of ESL instruction. In this program we reinforce all work that students have learned during the school day including math and other content areas. This program has been extremely helpful toward their academic progress.

PS 118 has a policy in place where teachers can borrow and assist each other in regard to our ELL population. Classroom and out of classroom personnel can borrow materials needed for these students. Professional Development and articulation is taking place on a regular basis, so that each child will have his/her needs met in this common goal. All classroom teachers attend regularly scheduled meetings provided by the Professional Development Coaches. Teachers of ELLs attend training in ESL strategies, new scaffolding methodologies and ESL standards.

The above language allocation policy is the systematic plan for language development of ELLs at PS118. Our ELL students continue to receive ESL instruction of the appropriate and modified through a high quality, pull out program driven by the New York State standards. These students receive instruction in English only, in all modalities of language. They also receive instruction in content areas using ESL strategies until they acquire academic proficiency in English and other areas.

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.

Our professional development program is rooted in the belief that all teachers are teachers of language arts and English as a Second language is a natural extension of English Language Arts. We will design a professional development program that will prepare teachers to better serve the linguistically diverse population a PS 118. This will be accomplished in the following manner. Sessions for classroom teachers are conducted on a regular basis. The ESL teacher will share different scaffolding and mapping strategies to be used in the student’s classroom. These sessions will focus on professional practice and methodologies to strengthen content area instruction across the curriculum . Choice of materials will also be reviewed during Professional Development activities. The ESL teacher will participate in ongoing professional development (assessment and academic vocabulary for ELLs.)

Professional development for the After School Title III Program: the ESL teacher and teachers that service ELLs will receive two sessions of Professional Development from an ESL consultant.

Session 1: Science themes and concepts- strategies specific to ELLs

- How to teach science vocabulary ,
- Elaborate definitions and research approaches and methods

Session 2: Strategies for teaching vocabulary in non fiction texts such as :

- Social Studies and Current Events
- Focusing on grammatical structures typical to these texts as well

The above Professional Development workshops will help equip the Title III teachers with various strategies of instruction that are aligned with the school curriculum in ELA, Math, Science, and Social Studies at various grade levels. Title III will pay for two days, a per diem will cover teachers that will attend these professional development activities.

Parent Involvement :

Title III funds will be used to offer additional Parent’s Workshops. Parents will be invited to 2 two hour workshops. During these workshops Curriculum and strategies will be presented and explained for the different content areas ELA, Math and Science. Parents will be equipped with strategies they can use at home to assist the students to be better prepared for the upcoming assessments. Samples of assessments will be given to them as well. The Parent Coordinator, the ESL teacher and the Math/Science and Social Studies teacher will be present. These two workshops will be given during the months of February and March. In February, the science and math curriculum will be presented with learning strategies. In March- strategies dealing with non fiction material and challenging texts will be presented.

Section III. Title III Budget

School: PS 118Q BEDS Code: 342900010118

Allocation Amount: \$15,000		
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	\$9200.00	Title III After School Program 2 Teachers x 2hrs x 21 sessions x \$50.00 = \$ 4,200.00 1 Teacher x 2hrs. x 24 sessions x \$50.00 = \$ 2400.00 1 Supervisor x 2 hrs. x 24 sessions x \$52.00= \$2496.00 1 Secretary x 4hrs. x 25.87 hrs = \$103.48
Purchased services - High quality staff and curriculum development contracts.	\$ 500.00	Professional Development: 2 Workshops provided by an ESL Consultant
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5,000.00	English / Native Language Dictionaries Empire State: NYSESLAT ESL/ELL Continental Press 2010 ed. Gr.K-2 Finish Line for ELL's Gr. 3-5 Continental Press 2010 ed. Gr.3-5 General Class Room Supplies (folders, paper, notebooks , markers, pencils, crayons) Write Source – Writing Workbooks – Houghton Mifflin (Publisher)
Educational Software (Object Code 199)		
Travel		
Other	\$300.00	Parent Involvement
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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.

A parental survey will be distributed as a needs assessment to gain information on various parental concerns and school community activities. Parents will be surveyed as to what languages and translation assistance would be helpful to them.

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

Two languages, Spanish and Haitian (Creole) are prevalent at P.S. 118. Written translations of any information that is distributed to parents is needed in addition to oral interpretation in parent conferences and parent teacher meetings. Also, newcomers sometimes need oral translations in the main office.

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.

Written translations are provided by Department of Education outside vendors in two languages, Spanish and Haitian Creole.

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

Oral interpretation is provided usually by in-house staff (per session) or sometimes by an outside interpreter. These are important in the process of educating and assisting parents.

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

Our school provides translated information to all parents. Most pamphlets, notices, and other informative written material are translated ahead of time and distributed with the English version. Oral translations are available during parent orientation, meetings, and workshops by bilingual staff or translators.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$424,946	\$16,471	\$441,417
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,249.46	\$165.00	\$1,812
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,247.3	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$42,494.6	*	

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 2008-2009 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-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o 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.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal			N/A	\$424,946		
Title I, Part A (ARRA)	Federal			N/A	\$16,471		
Title II, Part A	Federal			N/A	\$279,366		
Title III, Part A	Federal			N/A	\$15,000		
Title IV	Federal			N/A			
IDEA	Federal			N/A	\$270,820		

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.

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.

Tax Levy	Local			N/A	4,182,376.00		
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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. Use of additional teachers of academic subjects to provide intervention services that the school could not otherwise offer. Use of additional teachers of academic subjects to reduce class size. Guidance counselors over and above the state mandate.

2. Ensure that planning for students served under this program is incorporated into existing school planning: Additional professional development and planning sessions throughout the 2010-2011 school year to support programs to be implemented. See pages 21-22 for programs outlined.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

After-school and enrichment programs will be provided to support and strengthen the core academic program. This includes after-school and Saturday tutorials. Summer opportunities for professional development will be provided to teachers if deemed necessary..

4. Coordinate with and support the regular educational program; F-Status staff to provide professional development, provide academic intervention, and coordinate academic improvement activities.

5. Provide instruction by highly qualified teachers; Highly qualified teachers will be supported through on-site and off-site professional development opportunities.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; Through the CFN and additional grant funding, professional development will be provided to all staff that make up the school community.

7. Provide strategies to increase parental involvement; (See goals # 5-6)

8. Coordinate and integrate Federal, State and local services and programs. A review of services will be conducted by Principal, parent coordinator, school counselor and administration to gain information on available services.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
We currently have 10 STH students.
2. Please describe the services you are planning to provide to the STH population.
Transportation/Busing/Metro Card, Health Care Information, Counseling (School Social Worker, Guidance Counselor, outside agency such as family therapy, social services), After School Care information, Holiday Basket/Food/Clothing/Toy Drives.

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.
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.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 118 Lorraine Hansberry					
District:	29	DBN:	29Q118	School		342900010118

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	20	17	24		92.4	92.3	93.0
Kindergarten	87	101	92				
Grade 1	117	121	105	Student Stability - % of Enrollment:			
Grade 2	114	122	118	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	120	109	119		88.9	89.9	90.8
Grade 4	95	116	104				
Grade 5	103	91	123	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.1	92.0	84.2
Grade 8	0	0	0				
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		8	18	16
Grade 12	0	0	0				
Ungraded	0	2	4	Recent Immigrants - Total Number:			
Total	656	679	689	(As of October 31)	2007-08	2008-09	2009-10
					1	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	46	43	47	Principal Suspensions	6	2	0
# in Collaborative Team Teaching (CTT) Classes	25	25	29	Superintendent Suspensions	4	9	9
Number all others	40	46	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	55	56	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	12	6
# receiving ESL services only	27	34	TBD				
# ELLs with IEPs	2	12	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	4	4	10
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.0	80.4	92.6
				% more than 5 years teaching anywhere	67.3	69.6	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	98.0	96.3
American Indian or Alaska Native	0.3	0.3	0.1	% core classes taught by "highly qualified" teachers	96.6	98.6	100.0
Black or African American	81.6	81.9	86.2				
Hispanic or Latino	9.9	9.6	9.6				
Asian or Native Hawaiian/Other Pacific	1.4	1.2	0.9				
White	2.6	2.7	2.9				
Male	49.4	48.2	47.6				
Female	50.6	51.8	52.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	5.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	1.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	0						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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

Title I Parent Involvement Policy and Parent-School Compact for PS118Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS118Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS118Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS118Q will support parents and families of Title I students by:

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

PS118Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS118Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS118Q will:

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed; and

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS118Q will further encourage school-level parental involvement by:

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Open School Week and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;

supporting or hosting OFEA District Family Day events;

hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

encouraging more parents to become trained school volunteers;

providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

Section II: School-Parent Compact

PS118Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS118Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

using academic learning time efficiently;

respecting cultural, racial and ethnic differences;

implementing a curriculum aligned to State Standards;

offering high quality instruction in all content areas; and

providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and

planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

supporting parental involvement activities as requested by parents; and

ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

encourage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child's school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;

try to resolve disagreements or conflicts peacefully; and

always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

_____ This Parent Involvement Policy was updated on _____.

_____ The final version of this document will be distributed to the school community on _____ and will be available on file in the General Office.

**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 type here	District 29	School Number 118	School Name Lorraine Hansberry
Principal Cynthia Ofori Feaster		Assistant Principal Lezli Buchanan	
Coach Eleanor H. Green		Coach Mia Williamson	
Teacher/Subject Area Mekaba Slowe-Deras		Guidance Counselor Velda Armstrong	
Teacher/Subject Area type here		Parent	
Teacher/Subject Area type here		Parent Coordinator Oswald Stubbs	
Related Service Provider type here		Other type here	
Network Leader Lucile Lewis		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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		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	760	Total Number of ELLs	45	ELLs as Share of Total Student Population (%)	5.92%
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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.

5 Paste response to questions 1-6 here:

1. All incoming students at The Lorraine Hansberry School are provided with a Home Language Survey (HILS) and an informal oral interview in English and in their native language as part of the registration process. We have found that our newcomers home language is either Spanish or Haitian Creole. We have teachers and paraprofessionals on staff that are fluent in those languages and are supportive during registration. They are also available if necessary during (LAB-R) the formal initial assessment. Assessments are done several times during the year. In the spring the NYSESLAT exams are administered to ELLs. It measures the ELLs progress in four modalities (Listening, Speaking, Reading and Writing) and helps identify the specific areas in which each student needs more instruction. In addition to this exam, there are two other Interim assessments during the school year and teacher's own assessments that is also used to drive instruction for the ESL teacher as well as the classroom teacher. The NYSESLAT of 2010 indicated that the ELLs in the Advanced and Intermediate level needed more instruction in writing and our beginners needed extra instruction in reading in addition to listening and speaking.

PS 118 uses the results of the LAB-R, NYSESLAT, state assessments, interim assessments and teacher assessment to inform the LAP. The Beginning and some of the Intermediate level students scored low in Listening, Speaking, Reading and Writing. The advanced level students' test results were low only in writing. The implication for our ESL instruction is to use differentiated instruction focusing on the literacy components to which the students are deficient for the beginner and intermediate as well as the advanced, utilizing texts and nonfiction literature in the content areas of Science, Math and Social Studies.

2. Parent involvement is encouraged at every opportunity through parent-teacher conferences. Parent orientation meetings are held within the first 10 days of the school year and on an on going basis during the year for new admits. The parents are notified to come to meetings via letters in their home language that are sent by the ESL teacher. In these meetings parents are shown a video which describes the various programs that are available to them. They are informed that they may opt for a bilingual program (at another school) and then they fill out and sign a questionnaire with their decision. The trend at PS 118 has been that most parents opt for the free-standing ESL program which the school offers. Those parents who opt for a bilingual program are referred to a school that provides such a program. The ESL teacher reads the responses on the surveys and sorts them according to the models chosen, after which she determines the patterns and trends. If the trend changes and there is a growing desire for Transitional Bilingual Education, the school will immediately notify the Office of ELL. We also conduct parent workshops to instruct parents as to how they can help their children in specific academic areas. We use translators in all parent meetings for the ELL students.

3. The questionnaire/letters are distributed at the initial parent meeting which generally happens sometime during the first 10 days of school and all aspects of the academic settings are thoroughly explained to parents in Spanish and Haitian Creole. They are informed that these forms must be returned to school as soon as possible- basically in a 3-5 day window. The classroom teachers are also informed which ELL students received questionnaires and information regarding the return guidelines.

4. The LAB-R is administered within the first 10 days in which a student arrives in school. Upon completion of the LAB-R (also influenced by the family interview done at registration) students are placed in ESL classes based upon their proficiency level. The ESL program at PS 118 for the year 2010-2011 is a free standing pull out program. This program is servicing about 45 ELLs in grades K through 5 on various proficiency levels. The languages spoken by our ELLs are Haitian Creole, Spanish, Arabic and German. The ELL population attending PS 118 represents approximately 5% of the total school population. The students are grouped according to three proficiency levels: Beginning, Intermediate and Advanced. Currently, we have the following breakdown according to grades K-5 this year PS 118 registered 20 students (new admits) whose home language was other than English. In Kindergarten there are (8); in first grade (1); in 2nd grade (1); 3rd grade (5); 4th grade (1) and in 5th grade there are (4) students; this group also includes special education placement in kindergarten (2) and grade 3 (1). 17 out of the 20 new admits were designated Beginners, 3 were determined as Intermediate based upon the LAB-R results. Currently, our total population of English Language Learners is indicated by the following breakdown according to proficiency level (Beginner, Intermediate, Advanced) in grades K-5; there are 23 Beginners, 12 Intermediates, and 9 Advanced in total there are 44 students.

5. The trend at PS 118 has been that most parents opt for the free-standing ESL program which the school offers. Those parents who

opt for a bilingual program are referred to a school that provides such a program.

6. Yes, the model of request is aligned with parent request. The language of instruction in our ESL program is English. Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive, standards driven instruction in all areas of the core curriculum. All content area lessons are differentiated to meet students' needs. The teachers of ELLs scaffold academic language to support students' participation in the content areas. The ESL teacher also uses visuals and or regalia to facilitate students' understanding of academic content, model the use of the language functions and structures within the context of the lesson. The ESL program in our school is aligned with the school curriculum in each grade level. We are following a balanced literacy approach for reading and writing. Guided reading and read aloud is used in all levels but more intensively at the Beginning and Intermediate levels. Accountable talk and shared reading is the focus at the advanced level. This program is teaching high standards. It is achieved through intensive instruction and academic rigor. The program contains well developed learning strategies that prepare the ELLs to critically, solve problems and communicate English. It is done through specific scaffolding techniques and strategies in a variety of challenging texts. Students are exposed to different genres in literature and nonfiction texts. The materials used are factual, newspaper articles, signs, advertisements, dialogues, poetry, drama, journal reading and writing. Our work is grounded on the Principles of Learning with a concentration on academic rigor and differentiation. Students take an active role in their learning process by being aware of the scaffolding and mapping techniques that are being introduced to them.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6● 7● 8● 9● 10● 11● 12●

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														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	44	Newcomers (ELLs receiving service 0-3 years)	23
		Special Education	4

SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0
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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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	23		1	17		4				40
Total	23	0	1	17	0	4	0	0	0	40

Number of ELLs in a TBE program who are in alternate placement: 0

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
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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 33

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 26

Native American:

White (Non-Hispanic/Latino):

Other: 12

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	6	9	1	5	1	4								26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian	3	3	2	0	1	2								11
French			2		1	1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1		1									3

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
TOTAL	10	12	6	6	4	7	0	45						

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 here

The community is home to many new immigrants from Haiti, the Dominican Republic, Ecuador, Jamaica, Africa and Guyana.

The ESL program at PS 118 for the year 2010-2011 is a free standing pull out program. This program is servicing about 44 ELLs in grades K through 5 on various proficiency levels. The languages spoken by our ELLs are Haitian Creole, Spanish, Arabic and German. The ELL population attending PS 118 represents approximately 5% of the school population. The students are grouped according to three proficiency levels: Beginning, Intermediate and Advanced. They are grouped based upon proficiency levels in level clusters ie. K-1, 2-3 and 4-5.

2. The ESL program accomadates students two days a week in a blocked schedule format. A fully licensed ESL teacher instructs the ELL's through a pull-out model English Language Arts program in 5 groups two days a week with the students in grades 3-5 they are fully serviced receiving a 180 minutes a week of English language instruction and grades K-2 are partially serviced receiving 120 minutes of instruction.

3. The language of instruction in our ESL program is English. Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive, standards driven instruction in all areas of the core curriculum. All content area lessons are differentiated to meet students' needs. The teachers of ELLs scaffold academic language to support students' participation in the content areas. The ESL teacher also uses visuals and or regalia to facilitate students' understanding of academic content, model the use of the language functions and structures within the context of the lesson. The ESL program in our school is aligned with the school curriculum in each grade level. We are following a balanced literacy approach for reading and writing. Guided reading and read aloud is used in all levels but more intensively at the Beginning and Intermediate levels. Accountable talk and shared reading is the focus at the advanced level. This program is teaching high standards. It is achieved through intensive instruction and academic rigor. The program contains well developed learning strategies that prepare the ELLs to critically, solve problems and communicate English. It is done through specific scaffolding techniques and strategies in a variety of challenging texts. Students are exposed to different genres in literature and nonfiction texts. The materials used are factual, newspaper articles, signs, advertisements, dialogues, poetry, drama, journal reading and writing. Our work is grounded on the Principles of Learning with a concentration on academic rigor and differentiation. Students take an active role in their learning

process by being aware of the scaffolding and mapping techniques that are being introduced to them.

The Beginning and Intermediate level students in grades 3-5 are receiving 360 minutes of ESL instruction per week (including content areas). The Beginning and Intermediate students in grades K-2 are partially serviced receiving 120 minutes of service per week.

4. (a) NA

(b) Assessments are done several times during the year. In the Spring the NYSESLAT exams is administered to ELLs. The measures the ELLs progress in four modalities (Listening, Speaking, Reading and Writing) and helps identify the specific areas in which each student needs more instruction. In addition to this exam, there are two other Interim assessments during the school year and teacher's own assessments. The NYSESLAT of 2010 indicated that the ELLs in the Advanced and Intermediate level needed more instruction in writing and our beginners needed extra instruction in reading in addition to listening and speaking.

PS 118 use the results of the LAB-R, NYSESLAT, state assessments, interim assessments and teacher assessment to inform the LAP. The Beginning and some of the Intermediate level students scored low in Listening, Speaking, Reading and Writing. The advanced level students' test results were low only in writing. The implication for our ESL instruction is to use differentiated instruction focusing on the literacy components to which the students are deficient for the beginner and intermediate as well as the advanced, utilizing texts and nonfiction literature in the content areas of Science, Math and Social Studies..

(c) (d) The NYSESLAT scores show that 50% of the ELLs are at the Intermediate level, 33%, are at the advanced level and 17% are at the beginning level (most of these are K or newly admitted to the school.) The implication for instruction will be to concentrate reading/ writing performance on all levels and a focus on speaking and listening on the beginner and intermediate level.

The implementation of the Title III After School program, AIS and Extended Day will serve to provide an additional supplementary resource to ensure the ELLs who have have received services for 4-6 years will be supported in order that they achieve proficiency levels at a predictable rate. This program will be implemented and reviewed periodically to measure its effectiveness and adjustments will be made as needed.

Through this program we will develop and strengthen literacy skills in reading and writing with a dual purpos in mind. We will be preparing our students for the ELA and NYSESLAT as well.

(e) The Special education students will be supported by closely adhering to the directives on the IEPs and differentiating their instruction based on their learning modalities.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	

50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

5. The Title III plan for the year 2010 – 2011 will service students in grades 3, 4 and 5. This program is geared to improve students' proficiency not only in reading and writing, but also in developing academic language. This year it will focus on using non – fiction texts in a variety of disciplines such as: Math, Social Studies, Science and Current Events.

The instructional program will run for 25 sessions and include approximately 30 students. The students will be instructed by 3 teachers: A fully certified ESL teacher, a science teacher and a math teacher. The program will be standard driven and will assist a bridging gap between ELLs and the rest of the students. It will also teach skills necessary for the upcoming standardized tests in ELA, Math, Social Studies and Science. An administrator will be in the building supervising the Title III program during the 25 sessions to ensure quality

instruction and a safe environment. Per session for the supervisor will be paid with Title III funds. The program will be held twice a week for 2 hours for 25 sessions (from 3:30 to 5:30) pm for the period of: 11/16/10 until 5/13/11.

The students will be divided into 2 groups and will work one hour with the Math teacher, then switching with the second group for the other hour. The ESL teacher will push into each class to team up with the content area teacher to support the ELLs with academic language. The supplemental instructional material will be from Longman's CORNERSTONE series (created by Jim Cummings) specifically designed for ELL instruction. In addition to the anthology it has students work books and audio cds to reinforce language development and practice skills. We will also purchase English/English dictionaries for each student to develop independent studying skills. For math, we will be using "Math in My World" by McGraw Hill. This program will use scaffolding techniques and strategies in a variety of challenging texts to support problem solving skills.

6. The transitional support for ELLs reaching proficiency are able to continue receive extended time on interim assessment and State referenced exams. They are also able to continue attending the ESL After School Program.

7. The class room libraries will be supported with additional non fiction and fiction dual language texts.

8. None

9. The ELL student population is encouraged to participate in all aspects of the school activities inclusive of our creative arts programs.. In their class rooms they are seated in mixed ability groups and during AIS and Extended Day sessions their deficiencies are addressed. The Title III plan for the year 2010 – 2011 will service students in grades 3, 4 and 5. This program is geared to improve students' proficiency not only in reading and writing, but also in developing academic language. This year it will focus on using non – fiction texts in a variety of disciplines such as: Math, Social Studies, Science and Current Events.

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The students will be divided into 2 groups and will work one hour with the Math teacher, then switching with the second group for the other hour. The ESL teacher will push into each class to team up with the content area teacher to support the ELLs with academic language. 10. The supplemental instructional material will be from Longman's CORNERSTONE series (created by Jim Cummings) specifically designed for ELL instruction. In addition to the anthology it has students work books and audio cds to reinforce language development and practice skills. We will also purchase English/English dictionaries for each student to develop independent studying skills. For math, we will be using "Math in My World" by McGraw Hill. This program will use scaffolding techniques and strategies in a variety of challenging texts to support problem solving skills.

11. Native language support is provided at PS118. Newcomers to the country are provided with bilingual dictionaries for their personal use. They are assigned a buddy who speaks their native language to make their transition easier and help with content area vocabulary. Library books are available in the native language of new arrivals as well. In addition, they attend our ESL program and receive extra intervention through AIS daily. Computers will also be utilized by these students to help acquire basic reading and math skills and concepts.

12. Yes

13. Native language support is provided at PS118. Newcomers to the country are provided with bilingual dictionaries for their personal use. They are assigned a buddy who speaks their native language to make their transition easier and help with content area vocabulary. Library books are available in the native language of new arrivals as well. In addition, they attend our ESL program and receive extra intervention through AIS daily. When a new student is registered in our school we provide the following resources to facilitate the transition:

an informal orientation facilitated by a staff member who speaks their language (where applicable); an invitation to our after school program; and a home school communication describing the aspects of PS 118 and what their child will be learning for the year.

C. Schools with Dual Language Programs

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

1. Our professional development program is rooted in the belief that all teachers are teachers of language arts and English as a Second language is a natural extension of English Language Arts. We will design a professional development program that will prepare teachers to better serve the linguistically diverse population a PS 118. This will be accomplished in the following manner. Sessions for classroom teachers are conducted on a regular basis. The ESL teacher will share different scaffolding and mapping strategies to be used in the student's classroom. These sessions will focus on professional practice and methodologies to strengthen content area instruction across the curriculum . Choice of materials will also be reviewed during Professional Development activities. The ESL teacher will participate in ongoing professional development (assessment and academic vocabulary for ELLs.)

Professional development for the After School Title III Program: the ESL teacher and teachers that service ELLs will receive two sessions of Professional Development from an ESL consultant.

Session 1: Science themes and concepts- strategies specific to ELLs

- How to teach science vocabulary ,
- Elaborate definitions and research approaches and methods

Session 2: Strategies for teaching vocabulary in non fiction texts such as :

- Social Studies and Current Events
- Focusing on grammatical structures typical to these texts as well

The above Professional Development workshops will help equip the Title III teachers with various strategies of instruction that are aligned with the school curriculum in ELA, Math, Science, and Social Studies at various grade levels. Title III will pay for two days, a per diem will cover teachers that will attend these professional development activities.

2. The ESL teacher works with our in house middle school liaison to help ELLs as they transition from Elementary to Middle School level. She also helps students with the application process. ELLs who are identified as having special needs receive all services as per their IEP. We have 4 students who participate in the SETTS program and 5 students in self contained Special Education classes. We have 1 Special Education student who is provided a bilingual paraprofessional.

3. To ensure that teachers receive 7.5 hours (or 10 hours for Special Education teachers and paraprofessionals) in strategies in teaching ELLs the ESL teacher will provide Professional Development during grade conferences and or afterschool. The strategies will include scaffolding techniques such as mapping, word analysis, graphic organizers, and exposure to different genres of texts, decoding idioms and expressions. These sessions will take place throughout the school year.

Parent Involvement :

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

1. Title III funds will be used to offer additional Parent's Workshops. Parents will be invited to 2 two hour workshops. During these workshops Curriculum and strategies will be presented and explained for the different content areas ELA, Math and Science. Parents will be equipped with strategies they can use at home to assist the students to be better prepared for the upcoming assessments. Samples of assessments will be given to them as well. The Parent Coordinator, the ESL teacher and the Math/Science and Social Studies teacher will be present. These two workshops will be given during the months of February and March. In February, the science and math curriculum will be presented with learning strategies. In March- strategies dealing with non fiction material and challenging texts will be presented.
- 2.
- 3.
- 4.

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)	3	8	2											13
Intermediate(I)			1	3	4	2								8
Advanced (A)	6			2	5	8								21
Total	9	8	3	5	9	8	0	0	0	0	0	0	0	42

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		7	5		12

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1		10		2		13
5							2		2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

and Independent Reading Levels in Fiction and Nonfiction texts (assessing the level of texts at which students read independently.) The writing assessment provided a tool for assessing narrative writing which provided teachers with the connection between assessing and teaching. They were able to where a particular child's narrative writing falls along a continuum. Thus the teacher was able to plan for the next steps instructionally speaking.

Primary Assessment

PS 118 does not use ECLAS. However, the results for the Teacher's College Assessments are as follows:

Kindergarten:	Grade 1:	Grade 2:
2 Beginners: Non Readers Approaching A	3 Beginners – Reading Level	1 Non speaker of English
6 Advanced: Level B	2 Advanced - Reading Level C	3 Beginners Rdg. Level C
	3 Intermediate- Level B	2 Intermediate Rdg. Level E

Based on the results of the Literacy Assessments, the Beginners and intermediates in kindergarten are currently meeting the grade level standards with reading levels of A or B which is similar to native language speakers in their current classes. However, in grade 1 the beginners and intermediates are far below standard. In grade 2, the Beginners who are receiving Special Education services are far below grade level standards, while the intermediates and advanced students are meeting grade level standards. The pattern shows that in Kindergarten the ELLs are emergent as are the other students. The pattern in grade 1 shows that the students are struggling and are evaluated for additional services. The pattern in grade 2 shows that the beginners are also struggling and they are receiving additional services. The Intermediate and advanced students are making progress.

The students' of native language skills are used to aid comprehension in all content areas. In addition the ESL library consists of bilingual books in the students' native languages. The students also participate in public speaking in their native language on occasion.

Based on these results, the following implications for the LAP and for instruction in literacy:

- Intensive instruction in reading and writing skills in using a Balanced Literacy approach to teaching reading and writing
- Continuous in house professional development provided by Professional Development Coaches
- Extended Day small group individualized instruction (37.5 minutes)
- AIS- Academic intervention (on a daily basis in ELA)
- Title III after school ESL Program 3 times a week for the grades 3,4,5 and once a week for grade 2 ELLs

2. New York State English as a Second Language 2008-2009 indicated the following:
 Achievement Test (NYSESLAT)
 All Students General-Education Students Students with Disabilities
 Total

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
 New York State English as a Second Language
 Achievement Test (NYSESLAT)
 All Students General-Education Students Students with Disabilities
 Total
 Tested
 Percent of students scoring
 in each performance level:
 Total
 Tested
 Percent of students scoring
 in each performance level:
 Total
 Tested
 Percent of students scoring
 in each performance level:
 Begin. Interm. Adv. Prof. Begin. Interm. Adv. Prof. Begin. Interm. Adv. Prof.

Additional Information

Listening
and Speaking
(Grades K–1)

Reading
and Writing
(Grades K–1)

Listening
and Speaking
(Grades 2–4)

Reading
and Writing
(Grades 2–4)

Listening
and Speaking
(Grades 5–6)

Reading
and Writing
(Grades 5–6)

3. After analyzing the ELA scores of ELLs and former ELLs several facts were noticeable:

Implications for Instruction:

The implications for the school's LAP are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY Teacher assessments, and informal observations). Adjustments and improvements to our program this year include:

- (a) Continue to strongly target language development across the grades and content areas, creating opportunities for active meaning engagement
- (b) Additional support in listening skills, including the use of technology support in the classrooms
- (c) Small group AIS classes in ESL to target language modalities according to their needs
- (d) After School program offered to target students' needs based upon deficiencies determined by NYSESLAT, Interim Assessment and teacher made assessment. We will also use the After School Program to familiarize students with the format of the NYSESLAT
- (e) Encourage and implement a print rich environment, use of ESL dictionaries and glossaries in the classrooms

Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive, standards driven instruction in all areas of the core curriculum. All content area lessons are differentiated to meet students' needs. The teachers of ELLs scaffold academic language to support students' participation in the content areas. The ESL teacher also uses visuals and or regalia to facilitate students' understanding of academic content, model the use of the language functions and structures within the context of the lesson. The ESL program in our school is aligned with the school curriculum in each grade level. We are following a balanced literacy approach for reading and writing. Guided reading and read aloud is used in all levels but more intensively at the Beginning and Intermediate levels. Accountable talk and shared reading is the focus at the advanced level. This program is teaching high standards. It is achieved through intensive instruction and academic rigor. The program contains well developed learning strategies that prepare the ELLs to critically, solve problems and communicate English. It is done through specific scaffolding techniques and strategies in a variety of challenging texts. We will ensure through Professional Development that teachers are able to analyze student data and become well-informed about the performance for each ELL in order to make sound instructional decisions.

4. Assessments are done several times during the year. In the spring the NYSESLAT exams is administered to ELLs. The measures the ELLs progress in four modalities (Listening, Speaking, Reading and Writing) and helps identify the specific areas in which each student needs more instruction. In addition to this exam, there are two other Interim assessments during the school year and teacher's own assessments. The NYSESLAT of 2010 indicated that the ELLs in the Advanced and Intermediate level needed more instruction in writing and our beginners needed extra instruction in reading in addition to listening and speaking.

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Additional Information

literacy components to which the students are deficient for the beginner and intermediate as well as the advanced, utilizing texts and nonfiction literature in the content areas of Science, Math and Social Studies.

Base upon the grade 3, 4 and 5 ELA NYS State Assessment 2010, (15 students were tested) mostly the Beginner level students achieved a score of 1. The Intermediate level students scored 2 and the Advanced level students scored a 3. Overall the majority of ELLs achieved a score of 2 and 3 on the ELA exam and a score of 2 in math. Mostly the Beginner level students achieved a score of 1. The Intermediate level students scored 2 and the Advanced level students scored level 3. Overall the majority of ELLs achieved a score of 2 and 3 on the ELA exam and a score of 2 in math and 1 student in our current 5th gr. scored level 3. Overall the majority of ELLs achieved a score of 2 and 3 on the ELA exam and a score of 2 in math.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		