



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. / I.S. 111 Q JACOB BLACKWELL

THE MAGNET SCHOOL OF MULTIMEDIA, COMMUNICATION ARTS, AND JOURNALISM

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q111

PRINCIPAL: MRS. RANDY SEABROOK EMAIL: RSEABROOK@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP COMPOSTO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Randy Seabrook	*Principal or Designee	
Liam Cleary	*UFT Chapter Leader or Designee	
Katrina Harris	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Stephanie Goetz	Member/ Teacher	
Sherryann Jackson Anderson	Member/ Teacher	
Iesha Richardson	Member/Parent	
Pamela Casey	Member/ Parent	
Neycha Diaz	Member/ Parent	
Karima Wilson	Member/Parent	
Tajuana Johnson	Member/ Family Worker/UFT	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- **By June 2012, the percentage of students in grades 3-8 who score level 3 and above on the NYS ELA will increase by 10% from 19.5% to 30%.**
- **By June 2012, the number of students in the student subgroups- Black/African American (17 students), Students with Disabilities (9 students), Hispanic/Latino (10 students) who score level 3 on the NYS ELA will increase by 10%.**

Comprehensive needs assessment

- **A review of the 2011 NYS Report Card indicated that we did not make Average Yearly Progress for ALL STUDENTS in grades 3-8 on the NYS ELA exam. We also did not make AYP for the student subgroups – Black/African American, Students with Disabilities, and Hispanic /Latino.**
- **As indicated by the 2011 NYS ELA exam results – 19.5% of All Students in grades 3-8 scored Level 3 and above. Further review of ELA exam results indicated that 13% of students in the subgroup Black/African American scored level 3 and above; 6% of students in the subgroup Students with Disabilities scored level 3 and above; and 25% of students in the subgroup Hispanic/Latino scored Level 3 and above on the exam.**

Instructional strategies/activities

- **Common planning time will be scheduled to enable teachers to gather and analyze student assessment data- weekly – September 2011**
- **Professional development training will be provided in data analysis and the use of the Scantron / Acuity data systems by Data Manager and Inquiry Team – September 2011 - Ongoing**
- **Professional development in best practices in English Language Arts will be provided for all teachers - Ongoing**
- **Staff will be identified to provide additional support for all student sub groups of grades 3-8 during the extended day program-.October 2011**
- **Grade teams will analyze student data to set interim goals for all student sub groups- Weekly Grade Inquiry Period – September 2011 - Ongoing**
- **Classroom teachers will analyze individual student data to set interim goals for each student. –**
- **Grade leaders will work with teachers to develop instructional strategies and activities to address the needs of students in the lowest – middle – top third of the grade.- weekly - Ongoing**
- **Funds will be set aside to provide sub coverage and per session for professional development for teachers in grades 3-8 and other support staff.**
- **School administrators and support staff will attend and facilitate training in data analysis and best practices in literacy.**

- Funds will be allocated to purchase instructional materials to address the needs of student sub-groups in grades 3-8. – native language leveled libraries- gender specific texts – leveled libraries
- Administrators will monitor implementation of intervention/enrichment strategies and activities for student sub groups through formal and informal observations. - using Danielson rubrics for Teacher effectiveness as a coaching tool to improve instruction.

- Benchmark dates for implementation of enrichment activities and instructional strategies for students sub groups in grades 3-8 will be established.

Initial Indicator – September 2011

- A baseline of students' current abilities will be established based upon reading level indicated in ARIS and Reading Tracker data from classroom teachers' current Running Record observations.
- Teachers will continue to record informal assessments data through teacher observations and one to one conferencing.
- Teachers will collaborate with Aussie Consultants, Magnet Resource Specialists, ESL teachers, Academic Intervention, Pupil Personnel Team, SBST, SETSS Teacher to address all of the students identified needs.

Midterm Progress Indicators- October 2011, January 2012 and March 2012

- Teachers will administer, share and analyze the data from the Running Records assessments, conference notes, reading skills rubrics data documented on Reading Tracker.
- Teacher Teams will discuss specific strategies and next steps during common planning sessions, Grade Inquiry sessions, and grade conferences.
- Instructional Cabinet members and Aussie Consultants will analyze data from monthly reading skills data, Reading Tracker and DIBELS – then develop action plans for identified student subgroups. These action plans will be shared with the Academic Intervention Teachers and Reading tutors servicing these students.
- Teachers will collect Reading Skill data bimonthly to insure that students in grades 3-8 are moving up at least one reading level per assessment period.
- Administrators will collect conferring data records to ensure that teachers are supporting students both as independent readers and during small group instruction.]
- Running Record Reading levels will be entered into Reading Tracker quarterly by classroom teachers.
- Grade Teams will analyze Reading Tracker data of targeted students as part of School Inquiry project.
- Grade Teams will monitor the effectiveness of the change strategies and differentiated lessons implemented during the literacy block – then make any indicated adjustments and implement these changes as indicated by the data.
- Grade leaders will facilitate grade and grade Inquiry team meetings-plan with Aussie consultants and grade members- assist colleagues in mapping the curriculum utilizing Rubicon Atlas Curriculum Mapping software.

Final Progress Indicator- June 2012

- **Teachers will reevaluate their Literacy Action Plans and evaluate student subgroup progress towards meeting grade level benchmarks in Reading and writing.**
- **Teachers will compare beginning Progress Indicators and final Progress Indicators to determine the number of students who have achieved grade level benchmarks.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

All parents are invited to workshops that provide information about working with their children to increase achievement in English Language Arts.

These workshops are held during the day and in the evening and interpreters are provided for our parents who speak Spanish, Arabic, and Urdu – the predominant languages of our school population.

Parents of students with Disabilities have been invited to attend workshops on the new IEP, SESIS, and the instructional programs and interventions used by Special Education teachers to increase student achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

To attract Highly Qualified Teachers, we partner with Universities like Hunter College, Touro College, and Queens College to have student teachers do their observation hours in our school. Many of these student teachers come back to work in our school as substitutes. Many have been hired as permanent staff. New Teachers are assigned a Buddy Teacher and a Mentor to help them assimilate into our school culture and assist them with planning and instruction. We provide a variety of professional development experiences for all staff to insure that they are using the most current and effective instructional techniques and strategies possible. Professional development is differentiated for each teacher to address their needs and interests.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students are provided with supplemental instruction in English Language arts through our partnership with City Year. City Year Corp members provided one to one tutoring for at risk students daily. They also conduct school wide events for community service such as Penny Harvest and assist students in developing leadership skills during lunch clubs. Partnership with Children helps student develop their skills in English Language Arts through their participation in Newspaper Club, Garden Club, and Leadership group. Students in newspaper group create a monthly newsletter for our school. They take photographs, conduct interviews, and put the newsletter together on the computer.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title 1 Funds, Title III, and Human Resources to implement this action plan from September 2011 to June 2012 as indicated below:

- **Our Special Education Teachers and Academic Intervention Teachers are funded by Fair Student Funding. Materials used for student interventions and enrichment are purchased through Title 1 funds and School Wide Projects money.**

- Per Diem substitutes for teachers attending professional development.
- Per session for afterschool professional development for teachers
- Instructional materials are purchased for all students using Title 1 and SWP funds.
- Classroom teachers are funded through Fair Student Funding/Children First Funding.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, the number of English Language Learner students in grades 2-4 who score at PROFICIENT on the NYSESLAT Reading and Writing sections will increase by 10% (7students) from 12% to 22%.

Comprehensive needs assessment

- AS indicated by the 2011 NYSESLAT Report, only 12% of students in grades 2-4 scored PROFICIENT on the Reading and Writing section of the test. Students in these grades who are not proficient in English by the time they are eligible to take the NYS ELA exam historically do not score at Level 3 as indicated by our review of ARIS reports comparing NYSESLAT proficiency and ELA test scores.

Instructional strategies/activities

- English Language Learner Summer Academy- focusing on Hispanic/Latino students at risk for ELA.
- Title III ESL Afterschool Program – for English Language Learners to provide supplemental instruction in English and preparation for taking the NYSESLAT exam.
- ELL/ Students with Disabilities Advisory Committee- will be established to evaluate the curriculum and instructional program provided to these student groups. The committee will also monitor student progress.
- Intensive professional development for teachers in specialized strategies to meet the needs of special populations (special education; ell)
- Implementation of effective strategies in teaching for meeting the needs of the growing ELL population.

- Focused interventions for ELL students (AIS).
- Regular monitoring of achievement of disaggregated groups
- All students must receive explicit instruction in all modalities (Listening, Speaking, Reading, and Writing) to insure that all ELL students will reach Proficiency on the NYSESLAT.
- provide ELL students with more opportunities for Speaking and Writing in English in class during instruction and in the school community as a more prominent part of school wide events.
- continue to implement the Reading First program in grades K-3. Explicit instruction in phonics and vocabulary development will help students learn English and provide a solid foundation for Reading/ Writing competence in English.
- continue to implement the Readers and Writers Workshop in grades 4-7 to provide students with instruction in writing process and expose them to literature through our leveled libraries.

Assessment of Target Population

- ESL Teachers will collaborate with Classroom teachers to analyze student NYSESLAT data to determine student proficiency in Reading and Writing to establish baseline data.
- Grade Teams and ESL teachers will analyze student writing samples and student oral reading fluency and comprehension through running records observations and DIBELS assessments.
- ELL students will be grouped according to NYSESLAT proficiency and teachers will develop action plans to address the needs of the targeted students in collaboration with the ESL teachers who service those students.
- ELL students will be assigned access to Rosetta Stone Classroom English program for language acquisition weekly as a supplement to daily classroom instruction and ESL Push-in program.
- Classroom teachers will collaborate with SBST Team and SETSS Teacher to develop differentiated lessons and intervention strategies for Special Ed ELLS.

Initial Baseline Data- September 2011

- Baseline NYSESLAT proficiency , Reading and Writing levels for targeted students are determined using NYSESLAT , DIBELS, ELA, student writing samples, and reading conference notes/rubrics/checklists.
- Teachers will continue to record informal assessment data through teacher observations and one to one conferring.
- ESL teachers, SBST Team, Classroom teachers will collaborate with each other to review all student assessment data, formative assessments, and develop action plans to address the identified needs of targeted students.

Midterm Progress Indicators- October 2011, January 2012, and March 2012

- Classroom Teachers and ESL teachers will review formative assessment data collected for targeted students to determine if students are increasing proficiency in reading and writing in English. They will discuss next steps in planning – adjust instructional strategies and activities to better address the needs of students- implement these strategies- and begin a new round of analysis and adjustment of instruction.
- Classroom teachers and ESL teachers will work with Aussie consultants to develop differentiated lessons aligned with the Common core State Standards to provide more effective instruction for English Language Learners. Teachers will also attend professional development workshops on best practices in Literacy for English language Learners provided by CFN410 staff developers, NYCDOE Workshops, PD360, and ARIS LEARN.

Final Progress Data- June 2012

- Teachers will reevaluate their action plans and evaluate English language Learner students' progress toward increasing their

proficiency in Reading and Writing on the NYSESLAT.

- **Teachers will compare the Initial Baseline Data results to the Final Progress data to determine if students have moved closer to or achieved benchmark proficiency in Reading and Writing.**

Strategies to increase parental involvement

- **All communications to parents of English Language Learner students will be in their native language. The services of teachers, paras, and the Translation Unit will be used to translate written documents and provide oral translation as needed.**
- **A majority of our English language learner student population is Spanish Speaking- so we have hired a Spanish Bilingual School Psychologist and Social Worker to provide assistance to our parents who may need special education services or interventions for their children.**
- **Parents/Guardians of English Language Learner students will be invited to come to the Title III afterschool program to learn English with their child on the Rosetta Stone Program. They will also be given materials to use at home with their students to help them learn to read and write in English.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.**

ESL instruction is provided by three certified ESL teachers. We encourage our ESL teachers to attend professional development workshops in best practices in instruction for ELLS that is provided by our Network, Universities, QTEL and outside vendors. ESL teachers recently attended training on the Language Allocation Policy facilitated by CFN#410. All teachers have also been provided with access to PD360 - an online professional development provider where teachers can participate in courses on any educational technique or strategy they are interested in. Teachers also can utilize ARIS LEARN to improve their instructional techniques.

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

To assist our English Language Learner students and their parents, we have formed a partnership with the LIC branch of the Queens Public Library to encourage our parents to participate in their ESL program. The Library has sent representatives to our school to speak to parents during our Title 1 Parent Conference, PTA Meetings, and during Open School Week. The Library also provides Computer classes for ESL parents, and Saturday programs for ESL parents and students.

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
- **Title III Funding provides Teachers and materials for the ESL afterschool program.**
- **ESL Teachers are funded through Fair Student Funding**
- **Title 1 funding is used to purchase instructional materials for all student sub groups.**
- **Per Diem subs are funded through SWP funding for coverage for teachers for PD.**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- **By June 2012, the percentage of students in grades 3-8 who scored level 3 and above on the NYS Math exam will increase by 10% from 31.6% to 42%.**
- **By June 2012, the number of students in the student subgroups- Black/African American (17 students), Students with Disabilities (9 students), and Hispanic/Latino (10 students) will increase by 10%.**

Comprehensive needs assessment

- **A review of the 2011 NYS Report Card indicated that we did not make Average Yearly Progress for ALL STUDENTS in grades 3-8 on the NYS MATH exam. We also did not make AYP for the student subgroups – Black/African American, Students with Disabilities, and Hispanic /Latino- on the NYS MATH exam.**

Instructional strategies/activities

- **Use of the following Instructional Materials/Texts: Everyday Mathematics Curriculum supplemented by Math Steps for grades K - 5**
- **Use of the Impact Math materials for grade 6-8.**
- **Use of A Comprehensive Approach to Balanced Mathematics: A Handbook for Educators**
- **Use of the Teacher Lesson Guides for all math curriculum which prescribes the structure for each lesson**
- **Intensive Professional Development during the school day (“lunch and learns,” common planning periods, and grade conferences) as well as before and/or after school (pending funding) including, but not limited to the following aspects of the mathematics curriculum:**
- **Use of EDM Teacher’s Assessment Assistant (CD-ROM) and other assessment instruments to analyze student progress to drive instruction and build student capacity in mathematics.**
- **Increased use of the EM games online within the classrooms and computer lab for all grades, K-8**
- **Continued turn-keying of mathematics Professional development modules attended by Grade Leaders and Hunter College participants.**
- **AIS teacher will push-in/pull-out to help build capacity of the level 1/2 students and student sub groups.**
- **AIS Teacher and (pending funding) part-time Math Push-in teacher to do demonstrations lessons, modeling, assist teachers in lesson/unit planning in the classroom environment. On-going use of manipulatives to cement mathematical concepts**
- **DESTINATION MATH – Web based Math intervention program will be purchased to provide daily access to differentiated math practice activities to all students during supplemental AIS instruction and at home, after school and on weekends.**
- **Integration of NYS Common Core Standards into daily lesson plans**
- **Strengthening of student’s understanding of arithmetic and number concepts**
- **Staff development on analyzing data and adjusting instruction based on data (NYS Math Item Skills Analysis, NYS ELA, ITAs, student work samples)**
- **Regular use of mathematical tools to reinforce concepts of time, measurement and estimation skills**
- **Emphasis on the use of mathematical terms and language in written and oral math problem solving to foster accountable talk**
- **Ongoing professional development focused on the NYS Common Core Math Standards.**
- **Teachers**

- Intensive staff development in the following areas:
 - Use of manipulative to understand and demonstrate mathematical concepts on a concrete level
 - Implementation of hands-on problem solving in all classes
 - Instruction in the proper uses of supplementary materials
- Ongoing input/feedback to create the Professional Development needed throughout the 2011-2012 school year
 - Benchmark dates for implementation of enrichment activities and instructional strategies for students sub groups in grades 3-8 will be established.

Initial Baseline Data – September 2011

- A baseline of students' current abilities will be established based upon math level indicated in ARIS, ACUITY and formative data from classroom teachers Everyday Math weekly/monthly assessments and student work samples.
- Teachers will continue to record informal assessments data through teacher observations and one to one conferencing.
- Teachers will collaborate with Magnet Resource Specialists, ESL teachers, Academic Intervention, Pupil Personnel Team, SBST, SETSS Teacher to address all of the students identified needs.

Midterm Progress Indicators- October 2011, January 2012 and March 2012

- Teachers will administer, share and analyze the data from the Everyday math weekly/monthly assessments, conference notes, student math skills rubrics data, student work samples submitted.
- Teacher Teams will discuss specific strategies and next steps during common planning sessions, Grade Inquiry sessions, and grade conferences.
- Instructional Cabinet members will analyze math formative assessment data from weekly/monthly assessment data, DESTINATION MATH student progress data, and Computer Adaptive Data – then develop action plans for identified student subgroups. These action plans will be shared with the Academic Intervention Teachers servicing these students.
- Teachers will collect Everyday Math assessment data weekly and complete a monthly checklist of student progress to insure that students in grades 3-8 are moving up at least one grade per assessment period.
- Administrators will collect monthly student math skills summaries and work samples to ensure that teachers are supporting students both during independent practice and during small group instruction.
- Grade Teams will analyze formative math assessment data of targeted students as part of School Inquiry project.
- Grade Teams will monitor the effectiveness of the change strategies and differentiated lessons implemented during the math block – then make any indicated adjustments and implement these changes as indicated by the data.
- Grade leaders will facilitate grade and grade Inquiry team meetings-plan with AIS teachers and grade members-assist colleagues in mapping the math curriculum utilizing Rubicon Atlas Curriculum Mapping software.

Final Progress Indicator- June 2012

- Teachers will reevaluate their Math Action Plans and evaluate student subgroup progress towards meeting grade level benchmarks in Math.
- Teachers will compare Initial Baseline data and Final Progress Indicators to determine the number of students who have achieved grade level benchmarks in math.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops on the Common Core State Standards, rubrics, extended-response and short response questions

- **Student supplementary workbooks and reference materials sent home with students to assist parents with student homework and practice of math skills learned.**
- **Increase in number of parent volunteers to assist in classrooms during Math instruction through increased participation in Learning Leader Program.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Teachers are encouraged to increase their expertise in Math instruction through participation in Professional development provided by Hunter College. Several of our teachers have accumulated credit hours through this program and have been instrumental in improving math instruction in our school by providing workshops for their colleagues. Per diem sub coverage is provided by the Title IIB Math grant to cover classroom teachers who attend. Hunter College also offers a Masters Program in MATH that is free to teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Math professional development is provided for all teachers by Hunter College through the Title IIB Math Grant. Through this collaboration many of our teachers have improved math instruction in their classrooms and positively affected student achievement.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 SWP school, conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title 1 funds, and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- **Math AIS teacher is funded by FSF funds. Materials for academic intervention are purchased through Title 1 SWP funds.**
- **NYSTL funding is used to purchase EveryDay Math and Impact Math Textbooks.**
- **Title 1 set asides (10%), is used for professional development for teachers; 1% setaside use for parent workshops on math instruction.**

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- **By June 2012, student overall attendance will increase by 5% from 89.5% to 94%.**

Comprehensive needs assessment.

- **A review of end of year attendance data indicated that overall student attendance for the 2010-2011 school year was 89.5%, which is below the mandatory attendance rate of 95%.**

Instructional strategies/activities

- **Attendance Team will meet to review and revise School Attendance Plan by September 2011.**
- **Notices will be sent to parents requesting parent volunteer for Attendance Team by October 2011.**
- **Student member of Attendance Team will be selected from students targeted for attendance intervention by Partnership with Children by November 2011.**
- **Attendance Team will evaluate ATS student attendance data to identify students whose attendance is less than 90% for the year- Ongoing**
- **Attendance Team will work with CFN#410 Attendance Coordinator, Office of Youth and Family Development, Partnership With Children and P.S. 111Q PTA to develop procedures, activities and incentives to increase student monthly and annual attendance- Ongoing**
- **Attendance Team will facilitate Parent Attendance workshops in September, November, January and March to increase parent understanding of the impact of attendance on student achievement.**
- **Classroom teachers will implement the Revised Attendance Plan by November 2011.**
- **School wide celebrations for improved student attendance will be implemented monthly by Partnership With Children and City Year.**
- **Parents' efforts to improve student attendance will be recognized and celebrated monthly at student attendance assemblies.**
- **AIDP funds will be utilized for the District Attendance Teacher to assist P.S. 111Q with students with chronic attendance issues.**
- **United Way grant funding provides services of Partnership with Children to students with chronic attendance issues.**

**Funding will be scheduled to purchase attendance incentives for students.
September to June 2012.**

Initial Baseline Data- September 2011

- **Individual/Class June end of year attendance data will be analyzed – students listed as Chronically Absent or late for the 2010-2011 school year will be identified.**
- **Attendance Team members will be assigned grades to monitor for attendance and outreach.**
- **Chronically Absent or late Students will be invited to an Attendance Workshop with their parents. Workshop will be jointly facilitated by Attendance Committee and the Parent Coordinator. Parent will learn the Chancellor's Regulations pertaining to attendance and the effect poor attendance has on student achievement. They will also be given an orientation on Attendance procedures and requirements for the 2011-2012 school year.**
- **Attendance Team members will collaborate with classroom teachers to monitor student individual and Class daily attendance. Parents will**

receive daily phone calls to report student lateness or absence. Team members will send letters to the home of student who are developing a pattern of lateness.

- **Monthly Attendance assemblies will be held to recognize and reward student who are maintaining perfect attendance or who have improved their daily attendance.**

Midterm Progress Indicators- November 2011, January 2012, March 2012, May 2012

- **Classroom teachers and Attendance Team members will continue to monitor and provide outreach to parents of students who are late or absent.**
- **Daily Class attendance data will be collected from ATS and displayed on a bulletin board on the first floor to identify those classes that are maintaining 95% attendance. Classes will be recognized and rewarded at attendance assemblies.**
- **Students who are maintaining 95% attendance or better will be recognized monthly at Attendance assemblies.**
- **Classroom teachers and Attendance Team members will analyze monthly attendance data from ATS and implement additional interventions- such as home visits by Family worker and Attendance Teacher, Attendance conferences, Guidance interventions for those students and families that are still not able to maintain 95% attendance.**

Final Progress Data- June 2012

- **Student End of year data will be compared to beginning baseline attendance data to determine student progress toward improved attendance (95% or better) for the 2011-2012 school year.**

Strategies to increase parental involvement

- **Parents will be invited to monthly Attendance Assemblies to celebrate students' improved monthly attendance.**
- **Parent workshops will be held to help parents understand the importance of daily school attendance and its effect on student achievement.**
- **Parents will be recognized for helping their child/children to improve their attendance.**
- **Parents/Guardians will receive daily phone calls reporting student lateness or absence via Global Connect Auto Dialing system. The system will be programmed to contact parents in their native language.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.**
- To attract Highly Qualified Teachers, we partner with Universities like Hunter College, Touro College, and Queens College to have student teachers do their observation hours in our school. Many of these student teachers come back to work in our school as substitutes. Many have been hired as permanent staff. New Teachers are assigned a Buddy Teacher and a Mentor to help them assimilate into our school culture and assist them with planning and instruction. We provide a variety of professional development experiences for all staff to insure that they are using the most current and effective instructional techniques and strategies possible. Professional development is differentiated for each teacher to address their needs and interests.**

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

Partnership with Children is funded through a grant from United Way to assist our school with improving student attendance via parent outreach and school incentives. They encourage students to come to school on time daily through their participation in different intervention activities such as Garden Group, Newspaper group, Leadership Group, Girls Group and Peer Mediation. We collaboratively conduct monthly celebrations for classes and students that maintain 100% attendance monthly. City Year is funded by NYCDOE and they also assist in improving student attendance through student

activities and incentives.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title 1 Funds to implement this action plan from September 2011 to June 2012 as indicated below:

- **Student attendance incentives are purchased using Title1 and SWP funding**
- **Global Connect Auto Dialing program was purchased using Title 1 and SWP funding**
- **Attendance Teacher conducts home visits for chronically absent students are funded by AIDP funding.**

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- **By June 2012, 100% of all students in grades PreK -8 will receive instruction in Magnet Themes (Multimedia, Communication Arts, and Journalism) for at least 10 hours per week.**

Comprehensive needs assessment

P.S. 111Q was awarded a Federal Magnet School Grant in December 2011 for integration. 15 hours of Magnet theme instruction is mandated for all students in grades Prek – 8 by the Magnet Grant.

Instructional strategies/activities

- **Magnet Resource Specialist positions for Technology and Curriculum will be posted.**
- **Upon selection, Magnet Resource Specialists will schedule training and coaching for all teachers in magnet themes – multimedia, communication arts, journalism.**

Multimedia

- **Scheduling will be done to accommodate all classes in computer lab.**
- **Access to computers in library**
- **Computers in classrooms**
- **Signing out of carts by classroom teachers**
- **Computer logs in centers**

Librarian and Title IID Tech, Magnet Resource Specialist setting up teleconferencing sessions with classes/teachers

- **Students will be taught the skills to use PowerPoint during their scheduled computer time.**
- **Students will learn how to use search engines to search for information**
- **Students will learn how to import sounds, pictures, video clips, etc...**
- **Surveys will be given to teachers to see what they need training in**
- **Before and after school training sessions**
- **On site technology training in-house**
- **Professional development on tool and application software/ project Based learning to give teachers the resources and skills they will need to be able to create the class project s.**
- **Using Webquest, Blogger; VoiceThread, Movie making, etc...**
- **Students using the computers in the classrooms, lab or rolling carts.**
- **Conduct meetings with the technology committee**

- **Teachers will develop plan for multi- media project with students. – October 2011- Ongoing**
- **Students will work cooperatively or individually on their projects- November 2011- January 2012.**

- **Students will participate in a Technology Fair to showcase and share their projects. – March/April 2012**

Journalism/ Communication Arts

- **Magnet Resource Specialist will facilitate professional development for all teachers in curriculum mapping, differentiated instruction, project based learning.**
- **Common Planning time will be embedded in the school daily schedule for all grades.**
- **Magnet Resource Specialists will work with teachers to develop magnet theme units and class schedules.**
- **Materials will be purchased for use in magnet theme classes in consultation with Magnet Resource Specialist.**
- **Grade leaders will work with Resource Specialist to develop instructional practices and activities for magnet themes.**
- **Magnet theme afterschool programming will be established – robotics club, journalism club, multimedia club – to provide opportunities for students to apply the skills learned during magnet instruction and express their individual talents.**

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- **SLT and PTA will brainstorm parent student activities.**
- **Partnerships will be formed with community organizations to provide parents' access to computers.**
- **Provide parents with listing of websites through the monthly newsletter**
- **PTA and Parent Coordinator will compose a monthly parent newsletter in conjunction with the tech committee**
- **Consultation with SLT/ Magnet Resource Specialist regarding purchase of hardware and educational software for home use.**
- **Survey parents about interest in computer courses and creating those workshops for parents**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.**

All Teachers will receive professional development in Curriculum Mapping, Understanding by Design, and Project Based Learning. Students and staff will have access to a State of the Art computer lab, video cameras, IPODs, digital cameras, laptops, mimeos and Interactive whiteboards to create multimedia projects.

Partnerships with Alvin Ailey Dance, Leap, Museum of the Moving Image, will provide students and staff with a variety of interesting experiences to write about, create visual images of, and participate in.

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

Through residencies with the NYC Parks Department and the Central Park Zoo funded by the Federal magnet Grant, students IN GRADES PreK - 3 learn about the urban environment through participation in the SEEDS TO TREES PROGRAM, while students in grades 4-8 learn about our coastal waterways through the COASTAL CLASSROOM PROGRAM. Students learn about Multimedia applications and have the opportunity to create videos, visual art, and broadcast when they visit the MUSEUM OF THE MOVING IMAGE. Our students are able to explore their cultures and learn another form of communication through their participation in dance residencies –Alvin Ailey Dance Kids- funded by NYCity Council- and Danza Fiesta – funded by Community grants.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

MSAP Funding provides per session for afterschool professional development and magnet clubs. Two positions for Magnet Resource Specialists are provided by Magnet Funding. Per Diem substitutes to cover teachers' classes as they attend training workshops in Understanding by Design and Project Based Learning are funded by MSAP funds.

TELL Grant

Title IID Grant – provided professional development for teachers on WEB 2.0 Tools at Queens Office of Information and Technology.

RESO A Grant funding was used to purchase laptops, upgrade the computer lab.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	16		N/A	N/A			2	7
1	16		N/A	N/A	4		4	8
2	17		N/A	N/A	1		1	8
3	20	9	N/A	N/A	5		11	6
4	31	14	10		2		17	11
5	26	15			4		19	6
6	31	17			1		15	1
7	15			3	1		7	2
8	7			6	5		27	3
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Grades K-2</p> <ul style="list-style-type: none"> • Push in/Pull out small group reading intervention is provided during the school day to at-risk students who score intensive or strategic on the DIBELS assessments • Push in/Pull out small group intervention differentiating instruction based on Reading First lesson and student needs • Guided Reading groups focusing on common student needs using Reading First material • Push in/Pull out small group intervention differentiating instruction based on TC writing • Pull-out small group intervention using Passport Voyager • Push in/Pull out small group intervention using Intervention Station <p>Grades 3-8:</p> <ul style="list-style-type: none"> • AIS Reading Intervention is provided to at-risk students who score intensive or strategic on the DIBELS assessments and who perform in Level 1,2, or low 3 on the NYS ELA assessment • Push in/Pull out small group reading intervention is provided during the school day • Small group push in/pull out reading intervention is provided using components of the Wilson reading program, Passport Voyager, Intervention Station, I-openers, fiction and non-fiction literature, internet reading sites, educational hands-on games, and differentiating instruction based on TC reading and writing • Small group pull-out intervention focusing on test preparation skills and strategies using various test preparation material such as STARS, Extensions in Reading, Kaplan, Coach, and Read, Write, Edit, and Listen <p>City Year Grades 3-6</p>

	<ul style="list-style-type: none"> • One-to-one intervention during school day using Great Leaps (Pull out/ 15 minutes per student) <p>Grades 7-8 One-to-one intervention during school day using various materials to support classroom instruction (Pull out/ 15 minutes per student)</p>
Mathematics	<p>Grades 3-6:</p> <ul style="list-style-type: none"> • AIS Math Intervention is provided to at-risk students performing in Level 1, 2, or low 3 on the NYS Math assessment • Push-in/Pull-out intervention is provided during the school day <p>Small group math intervention is provided using SRA Number World Prevention and Intervention, Harcourt Intervention and Strategies, or differentiating instruction based on Everyday Math or Impact Math</p>
Science	<p>Grades 4</p> <ul style="list-style-type: none"> • Pull-out intervention is provided during the school day in a small group setting • Intervention is provided through hands-on experiments, the use of non-fiction text, and differentiating instruction based on the 4th grade science curriculum
Social Studies	<p>Grades 8</p> <ul style="list-style-type: none"> • Pull-out intervention is provided during the school day in a small group setting • Intervention is provided through hands-on social studies activities, the use of non-fiction text, emphasis on map skills, and differentiating instruction based on the 5th grade social studies curriculum
At-risk Services provided by the Guidance Counselor	<p>Grades K-8</p> <ul style="list-style-type: none"> • Individual and small group counseling provided during the school day • Provides crisis intervention for students and teachers • Observations of students in their classrooms • Plans and implements a successful Career Day event to expose students to different careers • During the school day, provides middle school articulation and workshops • During the school day, provides workshops for high-school admission procedures

<p>At-risk Services provided by the School Psychologist</p>	<p>Grades K-8</p> <ul style="list-style-type: none"> • Provides clinical mandated counseling as per the IEP's • Provides Individual counseling during the school day <p>Administers psycho-educational testing to assure proper academic and occupational services for students referred to Special Education</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Grades K-8</p> <p>IEP Team Social Worker:</p> <ul style="list-style-type: none"> • Services at-risk and mandated students during the school day • Depending on the case, counseling is either individual or small group with a focus on improving academic performance through counseling • Grades K-8 <p>Partnership with Children:</p> <ul style="list-style-type: none"> • Services are provided during the school day • Provide whole class intervention focusing on social, emotional, and behavioral issues using literature • Provide individual/small group intervention focusing on increasing attendance and improving social skills through a leadership, peer mediation, art, girls, and newspaper group • Provide job readiness and financial literacy to 8th grade students • Attendance outreach to families through phone calls, letters and home visits <p>Western Queens</p> <ul style="list-style-type: none"> • Services are provided during the school day • Conduct mental health screenings to assess at-risk students for emotional issues • Provide individual counseling to foster emotional growth through play therapy and conversation • Provide individual services to families to facilitate positive relationships with their children • Provide psychiatric evaluations and follow up in the clinic (off-site)

	<ul style="list-style-type: none"> • Provide parents with case management services (off-site) • Provide group therapy for anger management and anti-bullying
<p>At-risk Health-related Services</p>	<p>Grades K-8</p> <ul style="list-style-type: none"> • During the school day, in small groups, provides a 6 hour course called “Open Airways” in asthma management to students in grade 3-6 • Provides school with a video for all students and staff to view on asthma management • Sees individual students who need medical attention • Provides small group nutritional education for students with obesity • Provides small group prevention education for students at-risk of diabetes • Provides puberty education workshops for boys and girls in grade 5 • Provides personal hygiene workshops for boys and girls in grades 6, 7, and 8 <p>Parent Coordinator</p> <ul style="list-style-type: none"> • Facilitates a health fair for students, staff and parents to educate about health prevention

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 30Q111 **School Name:** _____ PS 111Q Jacob Blackwell_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Area/Subject: 3-8 ELA Area of School Improvement ID: ALL STUDENTS/ SWD/BLACK/HISP/LEP/ED

A review of student assessment data and analysis of the Instructional Program has resulted in the following causal factors for the low performance of ALL STUDENTS/ SWD/ BLACK/ HISP/LEP/ED – on the Grade 3-8 ELA Exam:

- a. **The English as Second Language program was unfocused and not adequately monitored. LEP students were not receiving effective instruction in English Language acquisition and were not effectively improving their skills in reading and writing during regular classroom instruction.**
- b. **Middle school students exhibited extremely disruptive behavior during ELA instruction which disrupted the educational process for all students in the class. Middle school subject teachers were not able to adequately establish and maintain classroom rules and procedures to control student behavior.**
- c. **The development and implementation of teaching strategies that address the needs of all students and facilitates the production of meaningful work was not consistent across all grades and classrooms. Differentiated instruction, higher order questioning, and rigorous instruction were not consistent across the school.**
- d. **Teachers in grades 3-8 were not provided with adequate coaching in English Language Arts instructional techniques and strategies due to the lack of funding to provide a full time Literacy Coach in these grades.**

Area/Subject: 3-8 MATH

Area of School Improvement ID: ALL STUDENTS/SWD/BLACK/HISP/ED:

A review of student assessment data and analysis of the Instructional Program has resulted in the following causal factors for the low performance of - ALL STUDENTS/SWD/BLACK/HISP/ED – on the Grade 3-8 MATH Exam:

- a. Middle school students exhibited extremely disruptive behavior during MATH instruction which disrupted the educational process for all students in the class. Middle school subject teachers were not able to adequately establish and maintain classroom rules and procedures to control student behavior.**
- b. The development and implementation of teaching strategies in MATH that address the needs of all students and facilitates the production of meaningful work was not consistent across all grades and classrooms. Differentiated instruction, higher order questioning, and rigorous instruction were not consistent across the school.**
- c. Teachers in grades 3-8 were not provided with adequate coaching in MATH instructional techniques and strategies due to the lack of funding to provide a full time Math Coach in these grades.**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

3-8 ELA: ALL STUDENTS /SWD /BLACK /HISP /LEP /ED

- Allocations will be used to hire additional teaching staff to provide AIS services to all at-risk students in grades 3-8 in Literacy. At- risk students will be scheduled for AIS push –in/pull out services during the regular school day and the Extended Day. At- risk students will also be targeted for Supplemental Educational Services after school regularly.
- Grade 3-8 teachers will be provided with on-site Coaching in English Language Arts, Common Core State Standards, Curriculum Mapping, Differentiated Instruction, and Classroom Management by Aussie Consultants. Aussie Consultants will model best practices in Balanced Literacy for teachers.
- A School Based Mentor program will be implemented to provide ongoing support to new teachers in the school. New teachers will be paired with veteran teachers. New teacher progress and professional growth will be monitored and documented.
- A web based Literacy program – ACHIEVE 3000 – will be purchased to provide at-risk students with focused, differentiated instruction in literacy before and after school. Targeted students will also be able to access this program on their home computers or in the Public Library to continue to work on identified skill in need of improvement.
- Wilson program will be implemented in Special Education Classes during small group instruction.
- Common planning time will be scheduled to enable teachers to gather and analyze student assessment data.
- Professional development training will be provided in data analysis and the use of the Scantron / Acuity data systems by Data Manager and Inquiry Team.
- Staff will be identified to provide additional support for all student sub groups of grades 3-8 during the extended day program.
- Grade teams will analyze student data to set interim goals for all student sub groups.
- Classroom teachers will analyze individual student data to set interim goals for each student. – Weekly Grade Inquiry Period.
- Grade leaders will work with teachers to develop instructional strategies and activities to address the needs of students in the top third.- weekly - Ongoing
- Funds will be set aside to provide sub coverage and per session for professional development for teachers in grades 3-8 and other support staff.
- School administrators and support staff will attend and facilitate training in data analysis and best practices in literacy.

- Funds will be allocated to purchase instructional materials to address the needs of student sub-groups in grades 3-8. – native language leveled libraries- gender specific texts – leveled libraries
- Benchmark dates for implementation of enrichment activities and instructional strategies for students sub groups in grades 3-8 will be established.
- Administrators will monitor implementation of intervention/enrichment strategies and activities for student sub groups through formal and informal observations. - using Danielson rubrics for Teacher effectiveness as a coaching tool to improve instruction.

3-8 MATH: ALL STUDENTS/SWD/ BLACK/ HISP/ ED

- Allocations will be used to hire additional teaching staff to provide AIS services to all at-risk students in grades 3-8 in Math. At- risk students will be scheduled for AIS push –in/pull out services during the regular school day and the Extended Day. At- risk students will also be targeted for Supplemental Educational Services after school regularly.
- Use of the following Instructional Materials/Texts: Everyday Mathematics Curriculum supplemented by Math Steps for grades K - 5
- Use of the Impact Math materials for grade 6-8.
- Use of A Comprehensive Approach to Balanced Mathematics: A Handbook for Educators
- Use of the Teacher Lesson Guides for all math curriculum which prescribes the structure for each lesson
- Intensive Professional Development during the school day (“lunch and learns,” common planning periods, and grade conferences) as well as before and/or after school (pending funding) including, but not limited to the following aspects of the mathematics curriculum:
- Use of EDM Teacher’s Assessment Assistant (CD-ROM) and other assessment instruments to analyze student progress to drive instruction and build student capacity in mathematics.
- Increased use of the EM games online within the classrooms and computer lab for all grades, K-8
- Continued turn–keying of mathematics Professional development modules attended by Grade Leaders and Hunter College participants.
- AIS teacher will push-in/pull-out to help build capacity of the level 1/2 students and student sub groups.
- AIS Teacher and (pending funding) part-time Math Push-in teacher to do demonstrations lessons, modeling, assist teachers in lesson/unit planning in the classroom environment. On-going use of manipulatives to cement mathematical concepts
- Integration of NYS Common Core Standards into daily lesson plans
- Strengthening of student’s understanding of arithmetic and number concepts
- Staff development on analyzing data and adjusting instruction based on data (NYS Math Item Skills Analysis,, ITAs, student work samples)
- Regular use of mathematical tools to reinforce concepts of time, measurement and estimation skills
- Emphasis on the use of mathematical terms and language in written and oral math problem solving to foster accountable talk
- Ongoing professional development focused on the NYS Common Core Math Standards.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

PS 111Q will use the 10 percent of the Title 1 funds to purchase additional days of On- site coaching for all teachers in implementing the Common Core Standards and best instructional practices in Literacy and Math. Aussie consultants will work with teachers to align instruction with the Common core Standards, differentiate instruction for identified student groups, improve classroom management, and monitor student progress. Improving instruction in the classroom will positively impact student achievement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers receive mentoring. Newly hired teachers are paired with a veteran teacher who has demonstrated effective instruction that has resulted in increased student achievement on standardized tests. The mentor and mentee meet weekly for at least two hours to plan lessons, analyze student data, observe each other's classes, and review curriculum. New teachers are mandated to receive Mentoring for two years. The school library houses resources for teachers in all core curriculum areas. There is a collegial school environment as evidenced by the high scores we receive in teacher satisfaction on the Learning Environment Survey. Our schools social committee gives recognition to teachers on their special occasions. We build school moral at special social events such as, end term parties, teacher appreciation breakfasts and holiday Teachers are trained monthly by on site literacy consultants who model best practices in literacy including training in Teachers College Units of Study. On-site professional development includes modeling in classrooms, coaching and debriefing, inter-visitations on site and at other schools.

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.

Parents will be notified of our school's identification for school improvement via a parent notice backpacked home with all students on the same day. The parent notice will be translated into the dominant languages of our school community –Spanish, Urdu, Arabic, and Bengali- and backpacked home. Parents will be invited to a PTA meeting scheduled for December 22, 2011 where they will participate in a presentation on the school's newly identified SINI status. Translators will be provided in the dominant languages of our school community by staff members and parent volunteers who are fluent in these languages. School Administrators will facilitate the presentation and answer all parent questions.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011–12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Altagracia Santana	District 30	Borough Queens	School Number 111
School Name P.S./I.S. 111Q Jacob Blackwell			

B. Language Allocation Policy Team Composition [i](#)

Principal Mrs. Randy Seabrook	Assistant Principal Ms. Judith Rios
Coach type here	Coach type here
ESL Teacher Mr. Carlos Fuentes	Guidance Counselor Ms. Maryellen Tsangalidis
Teacher/Subject Area Ms. Li Yueh Chen/ ESL	Parent Ms. Neycha Diaz
Teacher/Subject Area Ms. Marie Barret/ ESL	Parent Coordinator Ms. Trecia Parsons
Related Service Provider Ms. Effie Rulakis	Other type here
Network Leader Ms. Altagracia Santana	Other type here

C. Teacher Qualifications [i](#)

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	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	438	Total Number of ELLs	87	ELLs as share of total student population (%)	19.86%
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Part II: ELL Identification Process

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

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

1. During registration in September, certified ESL teachers along with the Parent Coordinator, assist the parents/guardians of new students with the completion of registration documents. All registering Parents/Guardians are assisted in completing the Home Language Identification Survey (HLIS) by certified ESL Teachers with the help of native language translators (if needed). The ESL Teachers, with the help of native language translators (if needed) conduct the initial informal interview of newly enrolled ELLs and their parents at this time. If the HLIS indicates that a language other than English is spoken in the home, parents/guardians are notified that their child/children will be placed in an age appropriate class in our school and administered the Language Assessment Battery Revised to determine their eligibility for English Language Development Support Services within ten days. Parents/Guardians are told that they will be notified by mail and phone outreach (with native language translation) of their child's/ children's status and invited to a parent orientation meeting for newly enrolled ELL students within 10 days of student enrollment, During the parent orientation meeting, parents/guardians will view the ELL Orientation video and be provided with written information (in their native language) explaining the types of programs available for ELL students in our school and in other locations in our district. During this orientation meeting, parents/guardians will be assisted with completing the Parent Survey and Program Selection Form. The ESL teachers facilitating the meeting will explain that programs that are not currently available in our school will be established if there are

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

2. Parent orientation meetings for prospective ELL students are held within 10 days of student enrollment. Flyers in English , Spanish, and Arabic (dominant languages of school and surrounding community) are sent home with students and posted in the community to notify parents. At the orientation, certified ESL teachers , Mr. Fuentes, Ms. Barret, and Ms. Chen, and the Parent Coordinator provide documents explaining the types of programs available for English language learner students in NYC public schools and in our school. Parents also view the ELL Parent Orientation video at this time. All hand outs are provided in English and the dominant native languages spoken in the community.

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

4. (See #1)

5. From 2008 - 2011, the trend in parent/guardian preference for English Language Support Services has been for the Free Standing English as A Second Language program. The number of parents/guardians who requested this program each year are as follows:

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

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs)</p>	<p>Page 35</p>	K	1	2	3	4	5
		6	7	8	9	10	11

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6	9	9	10	9	6	8	6	6					69
Total	6	9	9	10	9	6	8	6	6	0	0	0	0	69

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	64	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	64	0	12	21	0	6	2	0	0	87

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	
Total	64	0	12	21	0	6	2	0	0	87
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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																		
Haitian																			0	0
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):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	9	10	8	11	10	10	6	3					67
Chinese														0
Russian														0
Bengali	0	1	2	0	0	1	1	0	0					5

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
Urdu														0
Arabic	0	0	1	1	1	1	0	2	1					7
Haitian			1	1										2
French														0
Korean														0
Punjabi	0	0	1											1
Polish														0
Albanian														0
Other		2	1	1	1									5
TOTAL	0	12	16	11	13	12	11	8	4	0	0	0	0	87

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

As per CR Part 154 Regulations, Beginning and Intermediate ELLs receive a minimum of 360 minutes of ESL instruction in two period blocks, 5 times a week. Advanced students receive a minimum of 180 minutes of ESL instruction, one period a day, five times a week. To ensure ELLs will meet all NYS Performance and Learning

A. Programming and Scheduling Information

Standards, P.S. 111Q has aligned all programs for ELLs with the Comprehensive Core Curriculum State Standards in Literacy and Math.

Students in grades K–3 receive explicit instruction in phonics; phonemic awareness, fluency, comprehension, and vocabulary development using research based reading strategies and materials from Harcourt. K–3 ELLS receive instruction in reading during a 90 minute literacy block using Harcourt “Trophies” materials. Instruction is differentiated through small group instruction using the ELL Intervention Kit and ELL Leveled Libraries. ELL students receive instruction in vocabulary development outside of the 90–minute literacy block using the vocabulary development program “Moving Into English”.

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

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

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

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

PLAN FOR SIFE STUDENTS

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

A. Programming and Scheduling Information

teachers and ESL teachers who will push in during ELA instruction to assist. SIFE students will also receive academic intervention services as indicated by diagnostic assessments. Guidance support will be provided as needed.

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
Certified ESL teachers will service the newcomers through a Push In/ Pull Out (as needed) model. Initial Reading	100%		
First assessments (PPVT, ECLAS 2) will be given to Newcomers to determine beginning benchmark – ongoing	75%		
progress monitoring will be used to follow progress toward proficiency. Newcomers in grades 4 –8 will be	50%		
targeted by ESL teachers for Pull out in ac	25%		
Dual Language			
to support the learning of ELL students.	100%		
	75%		
	50%		
Plan for Long Term ELLs	25%		
Freestanding ESL			
Long term ELLS will receive supplemental instruction in vocabulary development, comprehension, fluency, writing	100%		
via a pull-out academic intervention program. These students will be targeted for inclusion in the ELL afterschool	75%		
program for additional instruction in language acquisition and preparation for the NYSESLAT EXAM. Progress of	50%		
these long term ELLs will be monitored m	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Plan for ELL Students in Special Education Classes.

B. Programming and Scheduling Information--Continued

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

To ensure the achievement of high academic standards and to accommodate the diverse needs of English language Learners, P.S. 111Q will provide rigorous ESL instruction by certified ESL teachers. Push-in and Pull -out

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

To ensure the achievement of high academic standards and to accommodate the diverse needs of English language Learners, P.S. 111Q will provide rigorous ESL instruction by certified ESL teachers. Push-in and Pull -out (as needed) ESL services will be provided to the 87 General Education and Special Education ELLs whose parents have opted out of the Bilingual program. Beginning and Intermediate students receive a minimum of 360 minutes of ESL instruction in two period blocks, 5 times a week. Advanced students receive a minimum of 180 minutes of ESL instruction, one period a day, five times a week. To ensure ELLs will meet all NYS performance and Learning standards, P.S. 111Q has aligned all programs for ELLs with the comprehensive Core Curriculum in Literacy and Math.

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

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

A proposed after-school program has been designed to service ELL students from grades K-8. Two certified ESL teachers will teach classes on Tuesdays and Thursdays from 3:00pm to 5:00pm. This program will begin in

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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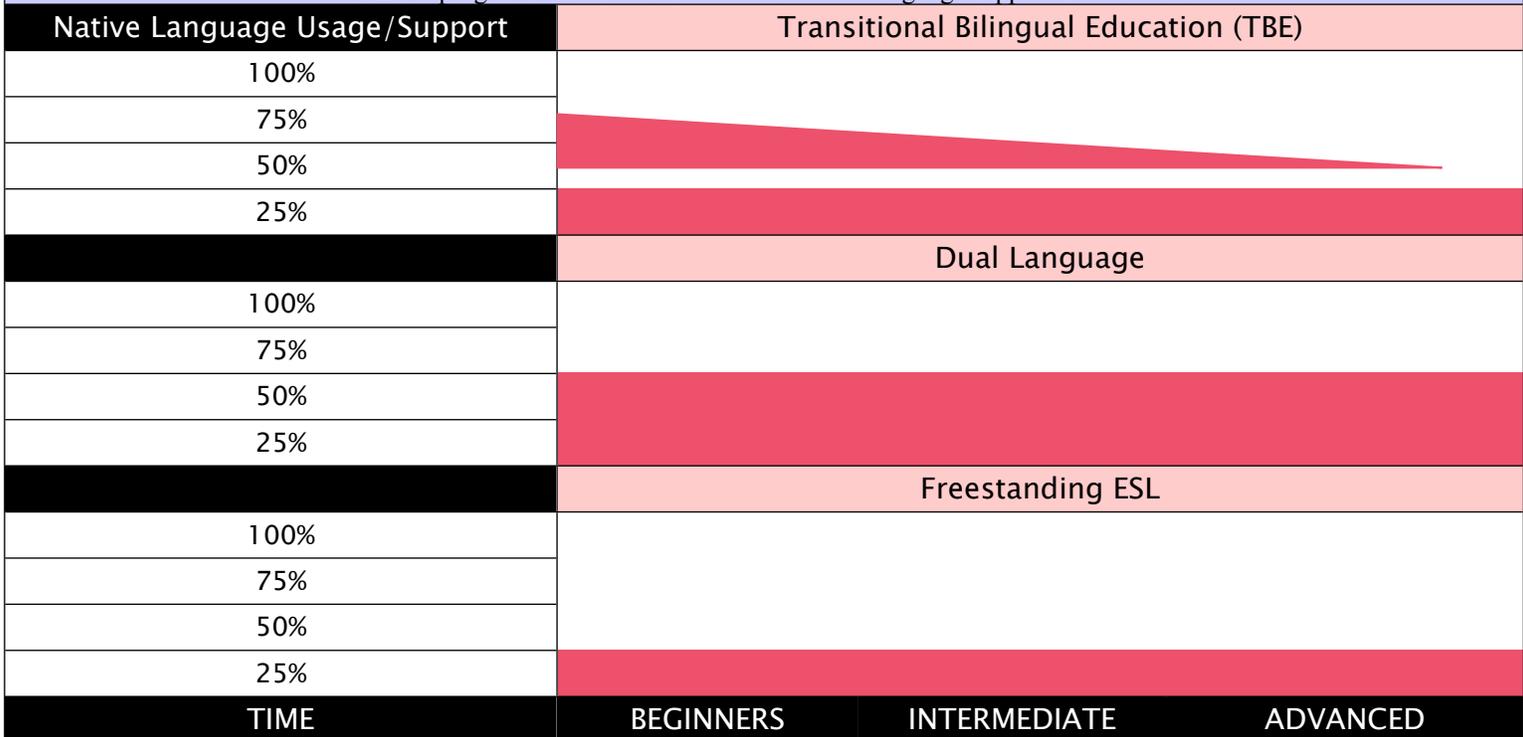
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction 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 Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	7	3	2	5	2	1	2	0					22
Intermediate(I)	0	4	5	8	2	3	0	1	0					23
Advanced (A)	0	0	6	0	2	4	5	1	1					19
Total	0	11	14	10	9	9	6	4	1	0	0	0	0	64

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

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

NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		5		6		1		15
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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

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

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

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

- Students across all grades and proficiencies exhibited the highest number of advanced and proficient scores in the Speaking and Listening modalities of the NYSESLAT.

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

Part VI: LAP Assurances

School Name: P.S./I.S. 111Q Jacob Blackwell
30Q111

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Randy Seabrook	Principal		1/1/01
Ms. Judith Rios	Assistant Principal		1/1/01
Ms. Trecia Parsons	Parent Coordinator		1/1/01
Mr. Carlos Fuentes	ESL Teacher		1/1/01
Ms. Neycha Diaz	Parent		1/1/01
Ms. Li Yueh Chen/ ESL	Teacher/Subject Area		1/1/01
Ms. Marie Barret/ESL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Maryellen Tsangalidis	Guidance Counselor		1/1/01
Ms. Altagracia Santana	Network Leader		1/1/01
Ms. Effie Rulakis	Other <u>Speech Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q111** School Name: **Jacob Blackwell**

Cluster: **4** Network: **410**

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

Part A: Needs Assessment Findings

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

Parents of ELL students would tell Spanish speaking school staff that they did not understand the school notices because they did not speak English. We determined for the parent feedback and observation that we needed to translate all school parent notices into Spanish, and other languages for our ELL parents.
As a result of observation we made of the number of ELL parents who attended our school wide events and the verbal input from ELL parents about their needs, we determined that there was a need to have translators on site for all school parent training workshops, informational workshops, parent-teacher conferences, etc.
A survey will be sent home that will reflect the parents language needs
The School Report Card will be analyzed to determine the ethnic groups of our school and languages spoken.
Home Language Surveys were evaluated and student language and notion of origin determined and added to student biographical data on ATS. Student ethnicity report was generated from this data.

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

As a result of our written translation and oral interpretation needs, we find that:
Parents/Guardians of ELL students want all written communication translated into their native language. The predominant languages of our student population are English, Spanish, Arabic, and Urdu.
Parents/Guardians want Native Language Translators provided during Parent -Teacher conferneces and any other induividual conferences with school personnel to discuss student progress.

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.

Notices that are backpacked home to parents will be translated into Spanish by Bilingual staff. Notices that are not provided in all school languages by the DOE will be translated by school staff who are fluent in the required language. Notices that need to be translated into Arabic will be sent to the Translation Division. Notices that will be sent home to parents will be in all languages pertinent to our school community. They will be prepared and distributed simultaneously with the English version.

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Jacob Blackwell	DBN: 30Q111
Cluster Leader:	Network Leader: Altagracia Santana
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 87
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

To ensure the achievement of high academic standards and to accommodate the diverse needs of English language Learners, P.S. 111Q will provide rigorous ESL instruction by certified ESL teachers in a Free Standing ESL Program. Push-in and Pull –out (as needed) ESL services will be provided to the 87 General Education and Special Education ELLs whose parents have opted out of the Bilingual program. Beginning and Intermediate students receive a minimum of 360 minutes of ESL instruction in two period blocks, 5 times a week. Advanced students receive a minimum of 180 minutes of ESL instruction, one period a day, five times a week. To ensure ELLs will meet all NYS performance and Learning standards, P.S. 111Q has aligned all programs for ELLs with the comprehensive Core Curriculum in Literacy and Math.

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

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

A proposed after-school program has been designed to service ELL students from grades K-8. Three certified ESL teachers will teach classes on Mondays and Tuesdays from 3:00pm to 5:00pm. This program will begin in November 2011 and conclude in June 2012. The student will assigned to one of

Part B: Direct Instruction Supplemental Program Information

three classes – Beginners- Intermediate- Advanced . Students will be placed in these classes according to their achievement levels on the NYSESLAT. Students will receive intensive instruction in English language acquisition and prepare for NYSESLAT testing using the following software and instructional materials:

Rosetta Stone Classroom (English)- online language acquisition program

Preparing for the NYSESLAT (Test preparation)

English at your Command (Language and writing series)

Native Language Leveled libraries/ dictionaries/ glossaries

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

ESL teachers will attend QTEL Institutes on best practices in ELA and Math Instruction for ELL students in October 2011. Classroom teachers will attend ongoing professional development workshops scheduled by the Office of ESL and Bilingual Education for the 2011-2012 school year. ESL teachers and Coaches will provide additional training to classroom teachers during the school year. School Administrators will attend QTEL for Administrators Institutes during the summer 2012.

All teachers of ELLS will receive a minimum of 7.5 hours of training in the methodology and best instructional practices for teaching ESL through the content areas. This training will be provided during monthly grade conferences, Chancellors professional development days, professional development sessions provided by CFN#410 staff developers, etc... ESL teachers and school administrators will attend QTEL Institutes as scheduled during the 2011- 2012 school year. All teachers of ELLS have received professional development on the following topics:

Common Core State Standards

NYSESLAT/ ELL PERIODIC ASSESSMENTS ANALYSIS

Best Practices in ELA for ELLS

Technology for English Language Learners

Part C: Professional Development

Best Practices in Math for ELLS

Teachers in the Title III Afterschool Program will participate in online professional Development workshops on the following topics:

Teaching ESL/EFL Reading - Dec. 14/ Jan. 18/ Feb. 15

Teaching ESL /EFL vocabulary - Dec. 14/ Jan. 18/ Feb. 15

Teaching ESL/EFL Grammar - Dec. 14/ Jan. 18/ Feb. 15

(PD Webinars provided by Staff Development for Educators, Inc.)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Two Parent Orientations will be held – one in September 2011 and the other in January 2012 for parents of newly enrolled ELLs--to provide them with information about program offerings. Translators will be available for parent orientations and informational materials will also be available in the parent's home language. An ELL parent workshop will be conducted in January, prior to the administration of standardized tests, to review strategies to assist their children to prepare for examinations and to meet instructional standards.

Parents of incoming ELL Kindergarteners will be invited to attend an informational session on the overview of P.S. 111's ESL program and to take a tour of the school. This session has been scheduled for the end of June 2012. Another session will be planned before the start of the school year 2012- 2013. Interpreters will be provided for parents who need translation.

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

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

Parents of ELL students participating in the Title III Afterschool program will be selected to participate in

Part D: Parental Engagement Activities

the Family Literacy Program conducted by the LIC branch of the Queens Public Library. This Library program will be jointly facilitated by the LIC Branch Librarian and PS 111Q's Library Media Specialist. The program will run all year and meet in the evenings and on Saturdays. Title III ELL parents will be offered ESL classes, book clubs, computer instruction, GED classes and Job training.

Parents of ELL students participating in the Title III Afterschool program will be invited to participate in the program with their child/children during scheduled Parent's Days. Every two weeks, parents/guardians will be invited to stay to read with their child/children and participate in other literacy activities designed by the Title III teachers to improve reading and writing in English. Parents will receive materials and activities to use at home with their children.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		