



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

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

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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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 |
|--------------------------------|--|-----------|
| Mrs. Randy Seabrook | *Principal or Designee | |
| Ms. Kathleen McEnroe | *UFT Chapter Leader or Designee | |
| Ms. 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 | |
| Ms. Stephanie Goetz | Member/ Teacher | |
| Ms. Sherryann Jackson Anderson | Member/Teacher | |
| Ms. Tajuana Johnson | Member/Family Assistant | |
| Ms. Iesha Richardson | Member/Parent | |
| Ms. Pamela Casey | Member/Parent | |
| Ms. Maria Iozia | Member/Parent | |
| Ms. Louise Ruffin | Member/Parent | |

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- **School leaders should develop and formalize a systematic structure for the dissemination of data with timely written feedback and follow-up to ensure that teachers are aware of the individual learning needs of their students. School leaders should ensure that teachers are making progress in addressing those needs. (Page 2 SQR January 2012)**

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- | | |
|---|---|
| <input type="checkbox"/> 2.2 School leader's vision | <input type="checkbox"/> 2.4 School leader's use of resources |
| <input checked="" type="checkbox"/> 2.3 Systems and structures for school development | <input type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, a formalized system for the dissemination and analysis of student assessment data will be developed and implemented to ensure that all teachers identify the individual academic needs of the students to create and implement a differentiated instructional plan to address those identified needs so that there is an increase in the number of students achieving proficiency on the ELA and MATH exams. The percentage of students at proficiency on the NYS ELA exam will increase by 17% so that 40 % are at proficiency. The percentage of students at proficiency on the NYS Math will increase by 15% so that 53% are at proficiency.

By June 2013, school administrators will provide timely written feedback and follow-up to individual teachers and grade teams after classroom observations and grade/teacher conferences to monitor teacher utilization of student assessment data to drive instruction and monitor student progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

- **Common planning time will be scheduled to enable teachers to gather and analyze student assessment data- weekly –September 2012**
- **Professional development training will be provided in data analysis and the use of the Scantron / Acuity data systems by Data Manager and Inquiry Team – Ongoing—September 2012-June 2013**

- Professional development in best practices in English Language Arts/Math 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 2012
- Grade teams will analyze student data to set interim goals for the grade and all student sub groups- Weekly Grade Team meeting periods Ongoing September 2012 – June 2013
- Classroom teachers will analyze individual student data to set interim goals for each student. – September/October 2012
- 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 September 2012 – June 2013
- Funds will be set aside to provide sub coverage and per session for professional development for teachers in all grades and other support staff. September 2012
- Grade Teams will set benchmark goals for targeted students and monitor student progress toward benchmark at six week intervals: Nov. 2012 – Dec. 2012./ Dec. 2012 –Jan. 2013/ Jan. 2013 – Feb. 2013/ Feb.2013 – Mar. 2013
- School administrators will use formal and informal observations to monitor the implementation of Grade Team recommendations and strategies in focus classrooms and provide timely written feedback to teachers.- Ongoing September 2012 – June 2013
- School administrators will meet with grade teams to analyze and monitor academic progress of identified students and provide written feedback detailing next steps in instruction for these students.- Monthly
- Funds have been set aside for an Extended Learning Time (ELT) after school program for selected (40) students in grades 5-8: BELL Foundation has been selected to provide after school instruction in ELA and Math to students in grades 5-8 who have been selected based on the scale score (250 – 274) and achievement level (2.50 – 2.97) they achieved on the 2012 NYS ELA/MATH exams. The program will begin on February 20, 2013 and end on May 16, 2013. Students will attend the program from Tues.- Thurs., from 3:00pm – 6:00pm. (Total of 100 hours of supplemental instruction.) This program gives extra support to these students to boost their achievement. Teachers will be monitoring the progress of these selected students and analyze this data to guide instruction within the classroom setting. The BELL Foundation ELT program provides an eight week intensive academic intervention that will prepare the students to meet benchmarks including the NYS exams in English language arts and math. The instruction is provided in small-sized group settings with a teacher to student ratio of 1:10. The program focuses on math and literacy skills, with study-strategies integrated into each academic block. Bell has planning meetings with the school's leadership and students participate in a pre-assessment of participating students to establish baseline data. Materials are included with the program that supports teachers and students in the development of reading, math, and test-taking skills. Instructors/teachers who work directly with the students receive professional development from BELL Foundation. Students will be continuously monitored to ensure effective instruction. The program also embeds strategies to strengthen the students' self-confidence and social skills as well as academics.
- School administrators and support staff will attend and facilitate training in data analysis and best practices in literacy and math, as well as best practices in instruction for English Language Learners and Students with Disabilities. - Ongoing
- 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- September 2012
- 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 and providing timely written feedback.- Ongoing September 2012-June 2013

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

Initial Indicator – September 2012

- 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, writing samples, Math assessment, and CCLS checklist.
- 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 2013 and March 2013

- Teachers will administer, share and analyze the data from the Running Records assessments, conference notes, reading skills rubrics data documented on Reading Tracker, mid term testing, student work samples, formative assessments, ITAs, CCLS checklists.
- 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 analyze student data and discuss specific strategies and next steps during common planning sessions, Grade Inquiry sessions, and grade conferences.
- Instructional Cabinet members will analyze data from monthly reading skills data, Reading Tracker and DIBELS, Math assessments, student work samples – 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.
- Students in grades 5-8 will be selected to participate in an Extended Learning Time (ELT) afterschool program based on their scale scores and achievement level on the 2012 ELA/MATH exams.
- Selected students in grades 3 and 4 will participate in a focused afterschool program that will increase achievement in ELA/Math-facilitated by AIS teachers.
- 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.
- 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.
- Administrators will collect conferring data records to ensure that teachers are supporting students both as independent readers and during small group instruction.]

- Allot an additional 4 hours of Title 1 per session has been allotted for four lead teachers (16 hours total) to compile and summarize data for the midterm data reports for March, 2013.
- 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 grade members-assist colleagues in mapping the curriculum utilizing Rubicon Atlas Curriculum Mapping software.

Final Progress Indicator- June 2013

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

English Language Learners

Initial Baseline Data- September 2012

- 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 2012, January 2013, and March 2013

- 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 Network Achievement Coach and Magnet Resource Specialists 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 and NYCDOE Workshops.

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Final Progress Data- June 2013

- **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.**
- **Allot an additional 4 hours of Title 1 per session has been allotted for four lead teachers (16 hours total) to compile and summarize data for the final data reports for June, 2013.**

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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 NYC City Council- and Danza Fiesta – funded by Community grants. These activities provide differentiated experiences and vehicles for presenting their learning and expressing themselves to our 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.

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 2012 to June 2013 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.

Magnet Grant funding provides:

- Two positions for Magnet Resource Specialists – who provide professional development for teachers on curriculum development, magnet themes (multimedia, communication arts, journalism), arrange residencies and other activities for all students.
- Per session for after school/extended day PD, activities including revising curriculum units and analyzing student work from January through June. This work is supplemented by the Title 1A per session monies described below.
- Per diem sub coverage for professional development
- General supplies
- Student admissions
- Professional development – PD IN FOCUS (ASCD)- an On Demand PD platform that gives school staff online access to ASCD’s extensive library of videos demonstrating effective teaching practices and providing a common understanding of best practices in instruction. The annual subscription to PD IN FOCUS provides users with a video library for exact examples based on topics, grade level, classroom type, and more. An online host provides background and content for the videos. Plus teacher leaders, principals, staff developers, and other PD leaders can set up learning groups, make assignments, and monitor group and individual activities and progress.
- Teaching Library – Resource books for all teaching staff – ASCD (Common Core Standards)

Title 1A Funds for Priority/Focus schools is being used for:

- Extended Learning Time (ELT) After school program for selected (40) students in grades 5-8: BELL Foundation has been selected to provide afterschool instruction in ELA and Math to students in grades 5-8 who have been selected based on the scale score(250 – 274) and achievement level (2.50 – 2.97) they achieved on the 2012 NYS ELA/MATH exams. The program will begin on February 20, 2013 and end on May 16, 2013. Students will attend the program from Tues.- Thurs., from 3:00pm – 6:00pm. (Total of 100 hours of supplemental instruction.) The BELL ELT program provides an eight week intensive academic intervention that will prepare the students to meet benchmarks including the NYS exams in English language arts and math. The instruction is provided in small-sized group settings with a teacher to student ratio of 1:10. The program will focus on math and literacy skills, with study-strategies integrated into each academic block. Bell has planning meetings with the school’s leadership and students participate in a pre-assessment of participating students to establish baseline data. Materials are included with the program that supports teachers and students in the development of reading, math, and test-taking skills. Instructors/teachers who work directly with the students receive professional development from BELL. Students will be continuously monitored to ensure effective instruction. In addition, teachers of PS 111Q will be monitoring the progress of these selected students and analyze this data to guide instruction within the classroom setting to support this SCEP goal. The program also embeds strategies to strengthen the students’ self-confidence and social skills as well as academics. Staffing for this program includes a Program Administrator, Lead Teacher, 2 Teachers and 2 tutors who receive professional development from BELL.

- **In addition to Magnet Grant monies for per session:**
 - **Title 1A Funds** are being used to provide per session funds for 25 teachers to work 2 after school sessions for 2 hours (A total of four hours each X 25 teachers =100 hours total) to work on curriculum units and to analyze student work. Dates for these sessions are February 1st and 7th, 2013.
- **An additional 8 hours of per session has been allotted for four lead teachers (32 hours total) to compile and summarize data for the midterm and final progress data reports for March (4 hours per teacher) and June (4 hours per teacher).**
- **Materials for ELT program: RALLEY – Ready! – test prep workbooks /teachers guides for selected students**
- **General Supplies – Notebooks, pens/pencils, rulers, paper, calculators, folders, post-its, copy paper, ink**
- **Classroom Informational text leveled libraries (Science, social studies) – The Learning Connection Publishers (TLC) – K-8**
- **ELLS – Bilingual classroom leveled libraries – Informational text (ENG./SPAN)– (TLC)-K-4**

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- **The school leaders should ensure that a common understanding of what effective differentiation looks like in the classroom and that the planning necessary to achieve it is embraced by all instructional staff and administrators. (Page 3 SQR January 2012)**

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- | | |
|--|--|
| <input type="checkbox"/> 3.2 Enacted curriculum | <input type="checkbox"/> 3.4 Teacher collaboration |
| <input checked="" type="checkbox"/> 3.3 Units and lesson plans | <input type="checkbox"/> 3.5 Use of data and action planning |

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To build teacher team capacity to create lessons and units of study that are aligned with the Common Core Learning Standards and differentiate instruction providing multiple access points to the curriculum for all students, including English Language Learners (ELLs) and Students with Disabilities.

By June 2013, all students in grades PreK -5 will participate in four Common Core aligned units of study; two in math and two aligned to the Literacy standards in ELA, Social Studies, and/or Science produced by teacher teams.

By June 2013, all students in grades 6-8 will participate in eight Common Core aligned units of study; two in Math, two in ELA, two in Social Studies, and two in Science.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- **Professional development workshops facilitated by school administrators, staff developers, CCLS Team will be held to review 2012-2013 Instructional Expectations for alignment of CCLS in units of study. Teachers will review student assessment data (NYS ELA/MATH, NYSESLAT, Progress Report Data) to determine achievement gaps that must be addressed. September 2012**
- **Magnet Resource Specialists and Network Achievement Coach will provide professional development on creating differentiated lesson and unit plans utilizing Universal Design for Learning strategies weekly during Thursday Extended Day PD sessions.**

- Grade teams will work with Magnet Specialists before, during and afterschool to create lesson and unit plans on Rubicon Atlas that differentiate instruction for all students.
- Grade teams and school administration will evaluate curriculum units written using a rubric developed to determine alignment to CCLS, integration of Magnet themes, differentiation and utilization of UDL strategies.
- Magnet Staff Developers will provide professional development on instructional supports for English language Learners for all classroom teachers during afterschool PD workshops.
- Teachers will administer baseline data assessments aligned with CCLS to establish a baseline for tracking student progress. September/October 2012
- Teachers will meet weekly in grade/Inquiry teams during common planning periods to assess student work and inform the revision of their instructional units. Grade teams will develop rubrics based on the CCLS to evaluate and monitor student progress toward meeting the standards. Ongoing September 2012- June2013
- School administrators will meet bi-weekly with grade leaders and Instructional team members to monitor student progress and coordinate this work across the grades. Administrators will also attend grade team meetings monthly and participate in the analysis of student work to develop a deep understanding of the needs of students.-Ongoing
- Funds will be allocated to provide per session for teacher teams to meet afterschool and on Saturdays to develop curriculum units and rubrics to address the standards selected. Ongoing ‘

- **Implementation Timeline:**

Initial Indicator – September /October 2012

- Grade Teams meet during scheduled common Planning time to review September Unit Plans written in June 2012. Magnet Resource Specialists work with teachers to evaluate plans for differentiation of instructional activities, materials, student supports, integration of Magnet themes and alignment with CCLS.
- Teacher teams begin implementing unit plans in classrooms and collecting formative assessment data on their students to establish baseline benchmark data.
- Teacher teams meet weekly to look at student work – evaluate student progress- compare data and adjust instructional plans.
- Grade leaders document results of team meeting and next steps on Team meeting forms and submit copies to Magnet Specialists.
- School administrators review submitted student formative assessment data, team meeting documentation, and classroom observation data to determine next steps for grades and individual students at Cabinet meetings. Administrators provide written feedback to teachers and grade teams to ensure that teachers are addressing the needs of students.

Mid-Term Progress Indicators- January 2013

- Grade teams meet to evaluate student progress by comparing baseline assessment data from unit plans implemented to mid year data.
- School Administrators meet with grade teams monthly at grade conferences to examine student data – review unit plans for differentiation and rigor- monitor student progress and determine next steps for each grade and for selected students.
- Grade teams continue to create and implement additional curriculum units aligned with CCLS in ELA, Math, Social studies and Science. Curriculum units are uploaded onto Rubicon Atlas for review and evaluation by school administration and grade teams.

Final Progress Indicators – June 2013

- Grade Teams will evaluate Initial Baseline data, Midyear data and final progress indicators to determine student growth over the year toward

mastery of Common Core Learning Standards

- Curriculum units will be reviewed and revised to better address student needs and alignment to CCLS and Magnet themes. Per session monies have been set aside for 25 teachers to work once a week for two hours to work on and review curriculum units and analyze student work supported by both the Magnet Grant from January through June. This work is supplemented by the Title 1A per session monies described below.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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.

These activities provide differentiated experiences and vehicles for presenting their learning and expressing themselves to our students.

Title 1A:

- In addition to Magnet Grant monies for per session, Title 1A Funds our being used to provide per session funds for 25 teachers to work 2 after school sessions for 2 hours (A total of four hours each X 25 teachers =100 hours total) to work on curriculum units and analyze student work. Dates for these sessions are February 11th and 28th, 2013.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- **School leaders should ensure through grade team meetings and PD that a common understanding of effective rigorous teaching is understood and embraced by all instructional staff. Teachers should be encouraged to move away from teacher-posed questions that require one-word answers or are recall and comprehension-based to questions that require students to support answers by citing text, by elaborating on answers of other students and by summarizing and rephrasing new information. Through observation and instructional walkthroughs, school leaders should ensure that increasing rigor and improved questioning strategies remain a focus in lesson planning and implementation. (Page 3 SQR January 2012)**

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- | | |
|--|--|
| <input checked="" type="checkbox"/> 4.2 Instructional Practices and strategies | <input type="checkbox"/> 4.4 Classroom environment and culture |
| <input type="checkbox"/> 4.3 Comprehensive plans for teaching | <input type="checkbox"/> 4.5 Use of data, instructional practices and student learning |

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by engaging in short frequent cycles of classroom observation and feedback using research-based rubrics that articulate clear expectations for teacher practice and instructional excellence in the identified competencies:

- Using questioning and discussion techniques
- Designing coherent instruction

By June 2013, school leaders will conduct at least 20 formative classroom observations in their supervised grades and provide teachers with timely written formative feedback and professional development to support improved practice in the identified competencies:

- Using questioning and discussion techniques
- Designing coherent instruction

A research based rubric will be used to engage all teachers in 1 cycle of peer observations and discussions to identify best practices for improving teacher effectiveness in our school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- **Professional Development will be provided on the Chancellors Instructional expectations for improving teacher effectiveness by school administrators.- September 2012**
- **All Teachers will complete a Self-Assessment of their teaching strengths and areas in need of improvement using the Danielson Rubrics of Teacher Effectiveness. They will list the components they would like additional PD on and submit these lists to school admin.- September /October 2012**
- **Grade teams and administrators will focus on two components from the Danielson Rubric – Using questioning and discussion techniques and Designing coherent instruction for formative observations and learning walks.**
- **School administration will develop a comprehensive, digital professional development plan that will target the identified areas of need and topics requested by teachers as well as differentiate PD for all staff. October/ November 2012**
- **Funding will be allocated for per diem subs, teacher per session for PD workshops after school and on weekends- Title 1 SWP, Magnet Funding, Fair Student Funding. September/October 2012.**
- **Grade Teams will attend a series of professional development workshops conducted by CFN410 Instructional specialists on utilizing the Danielson Rubrics to conduct “low inference” observations on instruction in order to establish a school wide common language and observation lens for discussions and activities around teacher effectiveness, questioning and discussion, and planning for instruction. – Ongoing**
- **Teachers will attend a series of workshops on effectively using questioning and discussion techniques in the classroom using Depth of Knowledge (DOK) to develop open ended-questions and allow students more time to discuss topics in class.**
- **School administrator and teachers will meet to discuss the School wide focus components and rubrics to be used. Grade teams will begin conducting “Learning Rounds” in each other classrooms to conduct “low inference” observations of instruction and begin to determine what interventions or changes can be implemented to improve instruction.**
- **School administrators will set up and follow a schedule of formative observations of instruction using the selected components from the Danielson Rubrics and provide timely meaningful feedback to teachers that will establish a coaching relationship that will improve teacher effectiveness.- Ongoing**
- **Teachers and school administrators will meet and discuss these formative observations and work on individualizing and refining the professional development plan to provide support that is customized to each individual teacher.**
- **Written feedback from these formative observations will be memorialized and provided to teachers. These meetings will also be documented on the School wide Professional Development Plan.- Ongoing September 2012-2013**

Implementation Timeline:

Initial Indicators – September/October 2012

- **All classroom teachers complete and submit an online Professional Development Needs Assessment. The results of the PD Needs Assessment are collated and used to develop a differentiated Professional Development Plan for all staff.**
- **Professional development on Questioning and Discussion techniques (DOK) and Designing coherent instruction (UDL/Danielson Rubrics) is provided during weekly scheduled Extended Day PD workshops / Lunch and Learns, and afterschool. This PD is facilitated by Network Achievement coaches, Magnet Resource Specialists, and outside Consultants.**
- **Funding will be allocated to purchase materials for each classroom to assist teachers in planning to include more higher level questions to their**

lesson planning and to assist students to begin to develop higher order thinking skills.

- Teachers attending PD workshops on and offsite complete ,and submit a PD Response Form on which they indicate the type of PD attended – how the skills/techniques acquired will be implemented in the classroom/ how the skills/techniques learned will be shared with grade team members and /or school community.
- School administrators use classroom observation data on selected focus criteria to make additional recommendations for professional development for individual teachers. This data is factored into the Professional Development Plan.
- Grade Supervisors meet with individual teachers during post observation conferences and discuss PD recommendations and timelines for implementation of skills learned. This data is documented in the observation report submitted to the teacher after the post observation conference.
- Grade teams will participate in a “Learning Round” to conduct “low Inference” observations of questioning and discussion techniques in each other classroom and make recommendations for improvement on the grade and school wide.
- Grade teams will implement recommended change strategies for questioning and discussion – collect formative assessment data in classrooms-meet and evaluate changes in student responses/participation – adjust instruction – assess again.

Mid Term Indicators – January 2013

- Teachers will continue to meet weekly for PD sessions on questioning and discussion / designing coherent instruction facilitated by Magnet Resource specialists and Network Staff developers.
- Grade teams will meet to compare baseline data to mid-year indicators and evaluate progress toward utilizing questions that are on a higher level of DOK (Depth of Knowledge) and to evaluate lesson plans for alignment to CCLS and rigor.
- Grade teams will document results of comparisons, student data analysis, etc.. on weekly grade team meeting forms.
- School administrators will review and evaluate grade team data, classroom observations, PD response forms to determine teacher growth toward more effective use of questioning and discussion techniques and designing coherent instruction. Teacher growth in implementing this instructional technique will be documented in observation reports, conference notes/minutes, and professional development plan.

Final Indicators – June 2013

- Professional development data collected from grade team meetings, Learning Walks, classroom observations, analysis of student work will reviewed by school community during June Planning days for future curriculum units and professional development plans.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- . MSAP (Federal Magnet Grant) Funding provides residencies by Educational Consultants such as Magic Box who send staff developers to our school to work with teachers and students to create multimedia projects where students can use technology to present learning and self-expression. Magic Box trainers work with teachers to plan and implement lessons that are engaging and rigorous. Rubicon Atlas staff Developers worked with teachers over the summer and in September to create curriculum units that were aligned with the CCLS using a digital lesson/unit planning system that made it easier for teachers to integrate the various components of their lessons. STH funding is used to support students/families in temporary housing and those students/families who have been displaced due to Hurricane Sandy. Students have been provided with school supplies, bookbags, school shirts.**

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- **The school leaders should work with the Network to focus on the development of strategies for general education teachers with the same level of intensity and focus to enable the teachers to meet the needs of all students, including the identified subgroups. (Page 3 SQR January 2012)**

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X

- | | |
|---|--|
| <input type="checkbox"/> 5.2 Systems and partnerships | <input type="checkbox"/> 5.4 Safety |
| <input type="checkbox"/> 5.3 Vision for social and emotional developmental health | <input type="checkbox"/> 5.5 Use of data and student needs |

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To develop a professional development plan that utilizes teacher / student needs data to individualize the PD experience for all teachers to ensure that they learn and implement instructional strategies that address the identified needs of all students, including English Language Learners(ELLs) and Students with Disabilities, to improve their academic achievement and social emotional growth.

By June 2013, all teachers will have participated in a Professional Development program that utilized teacher/student needs data to individualize their professional development experiences to ensure that they learned and implemented instructional strategies that addressed the identified needs of all students, including English Language Learners (ELLs) and Students with Disabilities, to improve their academic achievement and social emotional growth.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- **Common planning time will be scheduled to enable teachers to meet weekly/monthly to analyze student data and plan instruction.**
- **Grade teams will select a grade leader to organize and facilitate the work of the grade.**
- **All Teachers will complete a Self-Assessment of their teaching strengths and areas in need of improvement using the Danielson Rubrics of Teacher Effectiveness. They will list the components they would like additional PD on and submit these lists to school admin.- September /October 2012**
- **A survey of teachers professional development needs will be administered to all teachers. The formative assessments that will be used to evaluate and monitor student progress will be included in the survey to identify teacher understanding of the use of these assessments- Instructionally Targeted assessments, Predictives, DIBELS and Reading 3D, Reading Tracker, Everyday Math Unit Tests, Running Record, Writing checklists and rubrics, team meeting protocols**

- Allocate funds to schedule professional development workshops for staff on selected topics.
- Allocate funds for guidance counselor partial salary and per session with Title I funds: Guidance counselor will provide positive behavior strategies for targeted students and support teachers with these strategies. The Guidance Counselor will attend professional development on CCLS to improve the academic achievement of the students and to plan for positive behavior strategies for targeted students and working with classroom teachers during extended day hours from February to June (approximately 4 hours per session- per week for 13 weeks)
- School administration will develop a comprehensive, digital professional development plan that will target the identified areas of need and topics requested by teachers as well as differentiate PD for all staff. October/ November 2012
- Funding will be allocated for per diem subs, teacher per session for PD workshops after school and on weekends- Title 1 SWP, Magnet Funding, Fair Student Funding. September/October 2012.
- Grade Teams will attend a series of professional development workshops conducted by CFN410 Instructional specialists on utilizing the Danielson Rubrics to conduct “low inference” observations on instruction in order to establish a school wide common language and observation lens for discussions and activities around teacher effectiveness, questioning and discussion, and planning for instruction. – Ongoing September 2012 – June 2013
- Grade leaders and administrators will facilitate some of the PD workshops during Faculty conferences, afterschool, and on Saturdays.
- Grade Teams will meet weekly to analyze student formative assessment data – set goals- revise instructional plans- gather student work products.
- Grade / Inquiry Teams will submit samples of student work, meeting agendas/minutes/sign in sheets – instructional plans, lesson plans, and any other documentation that indicates a change in instructional strategy to administrators monthly for inclusion in School Professional Development Portfolio.
- School administrators will set up and follow a schedule of formative observations of instruction using the selected components from the Danielson Rubrics and provide timely meaningful feedback to teachers that will establish a coaching relationship that will improve teacher effectiveness.- Ongoing September 2012 – June 2013
- Teachers and school administrators will meet and discuss these formative observations and work on individualizing and refining the professional development plan to provide support that is customized to each individual teacher.
- Written feedback from these formative observations will be memorialized and provided to teachers. These meetings will also be documented on the School wide Professional Development Plan.- Ongoing September 2012 – June 2013
- School administrators will use formal and informal observations to monitor the use of formative assessments to drive instruction and to monitor student individual progress in ELA and Math - Ongoing. September 2012 – June 2013
- Grade Teams will share the formative assessment process and grade progress results with peers during grade and faculty conferences – Ongoing September 2012 – June 2013
- Schedule funding for professional development for classroom teachers and support staff – Title 1SWP,TL FSF, Magnet Funding- Ongoing
- Funds will be scheduled for professional development for all teachers on analyzing student assessment data, periodic assessments, ARIS, DIBELS and Reading 3D, Reading Tracker.
- Grade Teams will meet during common planning periods to identify the unit and monthly assessments from the Everyday Math program that will be used to monitor math progress in each grade.
- School administrators will collect and evaluate formative data collected by grade teams for use during monthly grade conferences to monitor student progress in English Language Arts and Math.

Grade teams will administer pre and posttests in Reading comprehension, Writing, and Math to gather benchmark data for all students in these core subjects and focus the work of each team – Oct. 2011; March 2012

Implementation Timeline:

Initial Indicators – September/October 2012

- All classroom teachers complete and submit an online Professional Development Needs Assessment. The results of the PD Needs Assessment are collated and used to develop a differentiated Professional Development Plan for all staff.

- Professional development on Questioning and Discussion techniques (DOK) and Designing coherent instruction (UDL/Danielson Rubrics) is provided during weekly scheduled Extended Day PD workshops / Lunch and Learns, and afterschool. This PD is facilitated by Network Achievement coaches, Magnet Resource Specialists, and outside Consultants.
- Funding will be allocated to purchase materials for each classroom to assist teachers in planning to include more higher level questions to their lesson planning and to assist students to begin to develop higher order thinking skills.
- Teachers attending PD workshops on and offsite complete and submit a PD Response Form on which they indicate the type of PD attended – how the skills/techniques acquired will be implemented in the classroom/ how the skills/techniques learned will be shared with grade team members and /or school community.
- School administrators use classroom observation data on selected focus criteria to make additional recommendations for professional development for individual teachers. This data is factored into the Professional Development Plan.
- Grade Supervisors meet with individual teachers during post observation conferences and discuss PD recommendations and timelines for implementation of skills learned. This data is documented in the observation report submitted to the teacher after the post observation conference.
- Grade teams will participate in a “Learning Round” to conduct “low Inference” observations of questioning and discussion techniques in each other classroom and make recommendations for improvement on the grade and school wide.
- Grade teams will implement recommended change strategies for questioning and discussion – collect formative assessment data in classrooms-meet and evaluate changes in student responses/participation – adjust instruction – assess again.

Mid Term Indicators – January 2013

- Teachers will continue to meet weekly for PD sessions on questioning and discussion / designing coherent instruction facilitated by Magnet Resource specialists and Network Staff developers.
- Grade teams will meet to compare baseline data to mid-year indicators and evaluate progress toward utilizing questions that are on a higher level of DOK (Depth of Knowledge) and to evaluate lesson plans for alignment to CCLS and rigor.
- Grade teams will document results of comparisons, student data analysis, etc.. on weekly grade team meeting forms.
- School administrators will review and evaluate grade team data, classroom observations, PD response forms to determine teacher growth toward more effective use of questioning and discussion techniques and designing coherent instruction

Final Indicators – June 2013

- Instructional Support Team/school Administrators will review curriculum units on Rubicon Atlas for evidence of implementation of instructional strategies recommended/assigned .
- Student work samples will be analyzed from each benchmark indicator for evidence of growth toward mastering the standards.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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 2012 to June 2013 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.**

Magnet Grant funding provides:

- **Two positions for Magnet Resource Specialists – who provide professional development for teachers on curriculum development, magnet themes (multimedia, communication arts, journalism), arrange residencies and other activities for all students.**
- **Per session for after school/extended day PD, activities**
- **Per diem sub coverage for professional development**
- **General supplies**
- **Student admissions**

Title 1A Funds for Priority/Focus schools is being used for:

- **10.74% of the Guidance Counselor's salary is allocated for the counselor to provide positive behavior strategies for targeted students and support teachers with these strategies.**
- **A total of 53.87 hours of per session funds (approximately 4 hours per session- per week for 13 weeks) has been allocated for Guidance Counselor from February to June to attend CCLS professional development and to plan for positive behavior strategies for targeted students and working with classroom teachers.**

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- **School leaders should work with the Parent Coordinator to develop and implement a comprehensive parental outreach plan that includes strategies for how parents, including parents of English Language Learners (ELLs) and students with disabilities, can support their children's academic development. (Page 4 SQR January 2012)**

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To develop a Parental Outreach Plan that will provide opportunities for all parents/guardians, including the parents/guardians of English Language Learners (ELLs) and Students with Disabilities, to acquire strategies and techniques that will assist them in supporting their children's academic development.

By June 2013, all Parents/Guardians will be provided the opportunity to participate in a Parental Outreach Program that provides workshops, demonstrations, volunteer opportunities that will assist them in acquiring strategies, techniques and activities to support their children's academic development.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e)
- **Parent Coordinator and PTA will work together to develop yearlong parent and student activities calendar.**
- **Partnerships will be formed with community organizations such as the Public Library /LIC Branch to provide parents' access to computers., classes (GED/ESL), Learning Leaders – to train parent volunteers.**

- PTA and Parent Coordinator will compose a monthly parent newsletter in conjunction with the tech committee
- Parents/guardians will complete a survey/needs assessment documenting their preferences days and times of workshops, types of workshops, child care needs to facilitate attendance at workshops, transportation needs, expertise to facilitate workshops ,availability to volunteer to assist with school events and activities.
- All parent/guardians 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.
- All communications to parents of English Language Learner students will be in their native language. The services of teachers, paraprofessionals, 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.
- 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.
- 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.

2012-2013 PARENT WORKSHOP PLAN

2012

September

1. Meet The Principal – Back to School Breakfast
2. “Dad’s Take Your Child to School Day”
3. Learning Leaders “Kick Off”

October

1. Cornell Nutrition Workshop
2. ARIS Parent Link
3. Curriculum Night
4. “ZUMBA” Night

November

1. Cyber bullying/Bullying
2. Holiday Arts and Crafts

December

1. Asthma Workshop
2. Title 1 Parent Meeting
3. BRIC Family Night

2013

January

1. ADHD/ADD Workshop
2. Blood Pressure Workshop

February

1. Math Grades 3rd, 4th, and 5th - Presented by PS/IS 111Q Teachers
2. Reading Grades 3rd, 4th and 5th
3. Reading Grades K, 1st and 2nd
4. Stress Management – Presented by Learning Leaders

March

1. Math Grades 6th, 7th, and 8th
2. Writing Grades K, 1st and 2nd
3. Writing Grades 3rd, 4th, and 5th
4. Share Fair (Learning Leaders)

April

1. Math Review for all Parents/Guardians
2. Fresh Air Fund – Summer Camp programs
3. ESL Classes for Parents/Guardians
4. Nutrition/Healthy Eating (Children, Teens, and Adults)

May

1. Diabetes
2. Finding Balance in your Budget
3. Sun Safety

June

1. Sun Safety

- 2. Depression
- 3. Cyberbullying and Internet Safety

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title 1A Priority School Funding (Parent set- asides) provides for materials for parent workshops and events, materials for parent events – presenters for parent workshop. STH funding will provide transportation for displaced parents to attend parent events at our school.

Parent workshop Materials purchased:

- The Learning Connection Publishers (TLC)

Mini Math Backpacks (flash cards, book with parent activity cards- Addition (level K) Subtraction (level k) Multiplication (level L) Division(level K)

Literacy Partners – Read Aloud Back Packs – Pk – gr. 5 Eng.

Literacy Partners – Read Aloud Back packs – Bilingual (ENG/SPAN) PK – 3

Parent Education PAK (PEP) Parenting A-Z with DVD – for workshops facilitated by Parent Coordinator

New Parent Library (Birth to Toddler) with DVD

Bilingual Parent PAK – Span/Eng.

Science Take home Backpacks- (replicas, books, parent activity cards) (Dinosaurs- level L) (Frogs- level J

Skills Review Books – grades 2-8 Each parent attending literacy/math workshops will receive a grade appropriate 160 page full color review book to utilize with their child/children during the summer to prevent summer skills loss in reading , writing, math, science, and social studies.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|--|--|--|---|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA Grades K-2 | Harcourt Trophies Reading Intervention – differentiated instruction- guided reading | Small group – push in/pull out | During the school day |
| Grades 3-8 | Passport Voyager- differentiated instruction | Small group/pull out | During the school day |
| | Intervention Station | Small group- push in/pull out | During the school day |
| | Wilson | Small group – pull out | During the school day |
| | Passport Voyager | Small group – pull out | During the school day |
| | Intervention Station | Small group – pull out | During the school day |
| | COACH – Test Prep | Small group- push in/pull out | During the school day |
| | STARS- Test Prep | Small group- push in/ pull out | During the school day |
| | Readers Workshop | Small group – push in | During the school day |
| Writers Workshop | Small group –push in | During the school day | |
| Mathematics Grades 3-6 | Everyday Math Interventions | Small group –push in/pull out | During the school day |
| | Impact Math Interventions | Small group- push in/pull out | During the school day |
| | SRA Number World | Small group-pull out | During the school day |
| Science Grade 4 | Hands on experiments, non-fiction tests,differentiated instruction based on grade 4 science curriculum | Small group – pull out | During the school day |
| Social Studies | Hands on social studies | Small group – pull out | During the school day |

| | | | |
|--|---|---|---|
| Grade 8 | activities, non-fiction text, map skills, differentiated instruction based on 8 th grade social studies curriculum | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) <u>Guidance Counselor</u> Grades K-8 | Crisis intervention Counseling Observations Middle School Choice High school articulation | One-to-one/small group Small group/one-to-one Individual/class/small group Small group/one-to-one Small group/ one-to-one | During the school day During the school day During the school day During the school day/afterschool During the school day/afterschool During the day |
| <u>School Psychologist</u> Grades K-8 | Middle School Advisory Clinical mandated counseling Psycho-educational testing | Small group One-to-one One-to-one | During the day During the day |
| <u>Social Worker</u> Grades K-8 | Counseling | One-to-one/small group | During the day |
| <u>Health Related Services</u> Western Queens Consultation | Mental health screenings Counseling Psychiatric evaluations/follow up "Open Airways"- 6 hour | One-to-one(parent request) Individual/Family(parent request) (Parent request) Small group | During the school day Individual(during the school day) Family(off-site) Off-site During the school day |

| | | | |
|-----------------------------------|--|-------------|-----------------------|
| School Nurse Grades K-8 | asthma management course Nutritional education | Small group | During the school day |
|-----------------------------------|--|-------------|-----------------------|

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The Principal closely analyzes the school's instructional program and the assignment of staff to effectively utilize teacher expertise and licensure. The annual BEDS report is closely reviewed to endure accurate reporting of staff qualifications. P.S. 111Q utilizes Title 1 funds (5% set-aside) to reimburse teachers for courses taken to complete certification requirements for additional licenses or certificates.

All teaching staff receives individualized professional development through the use of an Online Teacher PD Needs Assessment Survey and classroom observation data used to develop a school wide Professional Development Plan. Student assessment data as well as NYCDOE Initiatives are used to generate topics for PD workshops for staff.

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.

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.

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. Teachers also can utilize ARIS LEARN to improve their instructional techniques.

Teachers are encouraged to increase their expertise in Math instruction through participation in Professional development provided by Hunter College funded through the TitleIIB grant. 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

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

2012 - 2013

I. General Expectations

P.S. / I.S.111Q Jacob Blackwell agrees to implement the following statutory requirements:

- **The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.**
- **The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.**
- **The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:**
 - **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—**
 - **that parents play an integral role in assisting their child's learning;**

- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. **P.S./ I.S.111Q Jacob Blackwell** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Meet with the PTA Executive Board to discuss development of school parental involvement plan
 - Develop and distribute a Parent/Guardian Survey to collect information on parent preferences for meeting days/times, workshop topics, childcare needs, transportation needs during school events/workshops.
 - Organize parent meetings to discuss parent preferences for involvement with school curriculum, events, etc...
 - Work with School Leadership Team to develop the school's parent involvement plan.
 - Enlist the aid of the Parent Coordinator with parent outreach to gather information for the school parental involvement plan and to disseminate the completed plan to parents.

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

3. **P.S./I.S.111Q Jacob Blackwell** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent workshops will be provided monthly during and after school by school staff on such topics as Balanced Literacy, NYS Assessments, Everyday Math, Improving student achievement, Health, Nutrition, Parenting Skills, technology, Common Core Learning Standards.
 - Parent Coordinator will organize and present ongoing cycles of parent workshops, parent events, social events, and informational packets.

4. **P.S./ I.S.111Q Jacob Blackwell** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [such as: Reading First, Balanced Literacy, Everyday Math, BELL, Learning Leaders], by:
 - Parent workshops to discuss the components of English Language Arts Program and assessments, tips for helping students with literacy at home.
 - Parents will be invited to special events organized by BELL to highlight student projects completed through the program

- Parents work with Librarian and Magnet Resource Specialists to develop plan for helping students learn literacy at home
 - Parents participate in Learning Leaders training program and then volunteer in the school to assist students.
5. **P.S./I.S.111Q Jacob Blackwell** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Evaluation will be conducted by School Administration, PTA and School Leadership team.
 - A questionnaire will be developed based on the components of the School Parental Involvement Plan and distributed to school staff and parents to complete.
 - Parental attendance at school events and conferences will be monitored and tallied.
 - The results of the evaluation of the school's parental involvement plan will be shared and discussed with parents at PTA meetings.
6. **P.S./ I.S.111Q Jacob Blackwell** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Ongoing "Parent Academy" workshops given by school staff and parent conferences presented by District 30 ISC or NYCDOE Office of Youth Development and Family Engagement.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Computer training workshops to show parents how to use the skills, software, and projects their children are creating in school.
 - Creating web pages, blogs, PowerPoint presentations
 - Participation in video conferences with other parent groups, educational institutions, etc...
 - Computer workshops showing parents how to access school/ student information through the use of the NYC Dept. of Education webpage, ARIS, etc...
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with

parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Attending workshops on cultural differences, hosting joint staff/parent events – both academic and social.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Learning what the assessment data for each programs means for their child; learn how to work with students at home to increase literacy achievement.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All school written communication will be available in the language spoken by the parents.
 - Translations will be available at school events, conferences, meetings in the languages spoken by the parents
 - School communications (notices, newsletters, etc.) will be backpacked in a timely manner. Special communications will be mailed when necessary.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by P.S. / I.S. 111Q SLT___. This policy was adopted by the P.S. / I.S.111Q Jacob Blackwell in September 2012 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2012.

SCHOOL-PARENT COMPACT

P.S. / I.S. 111Q SCHOOL – PARENT COMPACT 2012-2013

P.S. / I.S.111Q Jacob Blackwell, and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2012-2013.

School Responsibilities

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Highly qualified teaching staff will be hired and provided with ongoing professional development to assist them in effectively providing consistent instruction to students.
 - School wide discipline policy will promote a safe environment for student learning.
 - School Administration will monitor the effectiveness of instruction, results of assessments, and make adjustments to the school program to accommodate student individual needs
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2012 and March 2013.
3. Provide parents with frequent reports on their children's progress. Reports on student progress will be presented to parents 3 times during the school year through Students Report Cards. Interim Progress Reports will be provided twice a year between report cards. Parents will also be given copies of student standardized assessments as indicated by NYCDOE assessment calendar.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During Parent-Teacher conferences, by appointment at agreed upon time before or after school or during teacher prep time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Participating in and completing the Learning Leaders program
 - Participate in classroom activities when invited by the classroom teacher with the permission of school administration
 - Observe classroom activities when invited by the classroom teacher with the permission of school administration
 - Participate by going on class trips
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 |
|--|---|--|---|

D. School Demographics

| | | | | | |
|------------------------------------|-----|----------------------|----|---|--------|
| Total number of students in school | 438 | Total Number of ELLs | 87 | ELLs as share of total student population (%) | 19.86% |
|------------------------------------|-----|----------------------|----|---|--------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [?](#)

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

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

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

This

school

offers (check all that apply):

| | | | |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | 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. [i](#)

| | 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 |

| 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 | |
| Dual Language | | | | | | | | | | 0 |
| ESL | 64 | 0 | 12 | 21 | 0 | 6 | 2 | 0 | 0 | 87 |
| 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 |

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 |
| 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 | 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 |

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 |
|--------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|-----------|
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 0 | 1 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | | | | | 5 |
| 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?

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

math software that allows students to learn and apply math concepts without the use of language. Classroom teachers/ESL teachers can monitor student progress in math and language acquisition through the administrative reports generated by these programs. SIFE students will be provided with explicit instruction in ELA by classroom teachers and ESL teachers who will push in during ELA instruction to assist. SIFE students will also receive academic intervention services as indicated by diagnostic assessments. Guidance support will be provided as needed.

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

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

Plan for Long Term Ells

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

Plan for ELL Students in Special Education Classes.

Special Education ELLS have been strategically placed in CTT classes on grades K–2 and in one class on each grade so as to be able to more efficiently service these students. Students in CTT classes receive a more individualized instructional program due to the additional adults in the classroom. Instruction is individualized as indicated by each student's Individual Educational Plan (IEP). ESL teachers push in to CTT classes and Special Ed. classes where Ells are located. All Special Education classes utilize the same curriculum as the General Education classes in P.S.111Q as mandated by the NYS Education Dept. and the NYCDOE.

A. Programming and Scheduling Information

Transitional support for ELLS reaching proficiency on NYSESLAT.

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

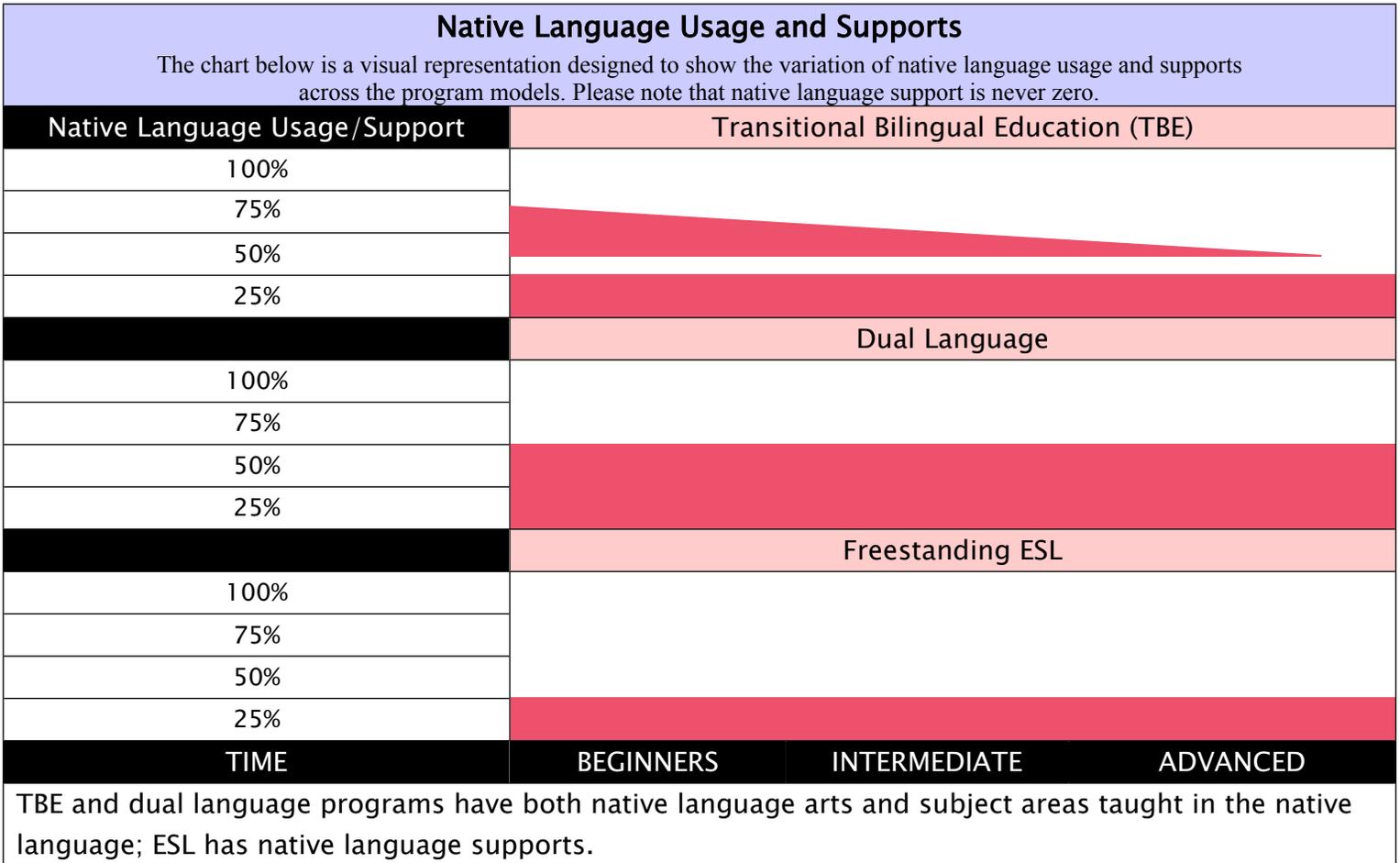
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

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

| | | | |
|--|--|-----|--|
| | | day | |
|--|--|-----|--|

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



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 September 2009 and conclude in June 2010. One class will service approximately 15 Beginner ELL students in grades K-2. The second class will service 15 Intermediate students in grades 3-8. Students will be placed in these classes according to the achievement levels of the NYSESLAT. Students will receive intensive instruction in English language acquisition and prepare for NYSESLAT testing.

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

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

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

Instructional materials

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

LITERACY

Grades K-3 (Reading First) Harcourt Trophies

Vocabulary development: Rigby "Moving Into English"

READ 180- supplementary reading program

100 Book Challenge- Leveled Libraries- Eng.

Rosetta Stone Classroom- Language immersion program (Eng.)

MATH

Impact Math

Everyday Math

VMath- computerized math instructional program

ESL AFTERSCHOOL PROGRAM

Reading - ELL Native Language Classroom Libraries in Spanish and Arabic

100 Book Challenge leveled libraries- Eng.

Vocabulary Development: Rigby "Moving into English"

"Getting Ready For The NYSESLAT" – Test Prep program

Rosetta Stone Classroom

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

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

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

- Best Practices in Math for ELLS

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

E. Parental Involvement

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

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..

1. P.S./ I.S.111Q Jacob Blackwell will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Meet with the PTA Executive Board to discuss development of school parental involvement plan
 - Organize parent meetings to discuss parent preferences for involvement with school curriculum, events, etc...
 - Work with School Leadership Team to develop the school's parent involvement plan.
 - Enlist the aid of the Parent Coordinator with parent outreach to gather information for the school parental involvement plan and to disseminate the completed plan to parents.
2. P.S./ I.S.111Q Jacob Blackwell will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be included on the Annual Quality Review to evaluate all aspects of the school facility and instructional program
 - Parent surveys will be distributed to determine parental perceptions of effectiveness of the school's curriculum and instructional techniques.
3. P.S./I.S.111Q Jacob Blackwell will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent workshops will be provided weekly during and after school by school staff on such topics as Balanced Literacy, NYS Assessments, Everyday Math, Improving student achievement, Health, Nutrition, Parenting Skills, technology, etc....
 - Parent Coordinator will organize and present ongoing cycles of parent workshops, parent events, social events, and informational packets.
4. P.S./ I.S.111Q Jacob Blackwell will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [such as: Reading First, Balanced Literacy, Everyday Math, Goodwill, BELL, Learning Leaders], by:
 - Parent workshops to discuss the components of Reading First Program and assessments, tips for helping students with literacy at home.
 - Parents will be invited to special events organized by Goodwill to highlight student projects completed through the program
 - Parents attend information fairs to gather information on SES providers and discuss needs of their students for tutoring services.

- Parents work with Librarian and Literacy coach to develop plan for helping students learn literacy at home
 - Parents participate in Learning Leaders training program and then volunteer in the school to assist students.
5. P.S./I.S.111Q Jacob Blackwell will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Evaluation will be conducted by School Administration, PTA and School Leadership team.
 - A questionnaire will be developed based on the components of the School Parental Involvement Plan and distributed to school staff and parents to complete.
 - Parental attendance at school events and conferences will be monitored and tallied.
 - The results of the evaluation of the school’s parental involvement plan will be shared and discussed with parents at PTA meetings.
6. P.S./ I.S.111Q Jacob Blackwell will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Ongoing “Parent Academy” workshops given by school staff and parent conferences presented by District 30 ISC or NYCDOE Office of Youth Development and Family Engagement.
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Computer training workshops to show parents how to use the skills, software, and projects their children are creating in school.
 - Creating web pages, blogs, PowerPoint presentations
 - Participation in video conferences with other parent groups, educational institutions, etc...
 - Computer workshops showing parents how to access school/ student information through the use of the NYC Dept. of Education webpage, ARIS, etc...
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Attending workshops on cultural differences, hosting joint staff/parent events – both academic and social.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Learning what the assessment data for each programs means for their child; learn how to work with students at home to increase literacy achievement.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All school written communication will be available in the language spoken by the parents.
 - Translations will be available at school events, conferences, meetings in the languages spoken by the parents
 - School communications (notices, newsletters, etc.) will be backpacked in a timely manner. Special communications will be mailed when necessary.

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 | |
| | | | | | | | | | |

| 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 | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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.
- Students across all grades and proficiencies demonstrated the lowest number of advanced and proficient scores in the Reading and Writing modalities of the NYSESLAT.
- The majority of the students in grades K–8 are in the Beginner and Intermediate category in Reading and Writing on the NYSESLAT.

Implications for Instruction

After a review of the results of the 2011 ELA exam taken by ELL students :

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

After a review of the results of the 2011 Math exam taken by ELL students :

- 5 ELL students in grades 3–8 scored level 3 or above on the exam.
- 9 ELL students in grades 3–8 scored level 2 on the exam.
- 11 ELL students in grades 3–8 scored level 1 on the exam.

Implications for Instruction

- Level one and two ELL students must be targeted for AIS services in addition to instruction given during the Math Block.
- Level three students must receive additional instruction in Math in addition to the regular math block. This can be done through the Extended Day Program afterschool.
- Instruction in the EveryDay math classroom must be differentiated to meet the needs of all ELL students. Visual representation of math operations, opportunities to articulate the processes used to solve problems, and small group instruction must be used by all classroom teachers to provide authentic instruction for ELL students.
- ELL classrooms must be monitored for delivery of instruction and adherence to the mandated curriculum. ELL students who take NYS ELA and MATH exams in English appear to score higher than students who take these exams in their native languages. A review of students exams has revealed that students are not strong in reading and writing in their native language when they enter our school system. Students are able to speak the local language of their community/family but many have not had formal training in the standard native language of their country. This inability to read their native language results in lower scores. Native language supports are provided to ELL students through classroom libraries in their native language as well as in the school library. Students work on computer software on math and ELA that provides instruction in their native language. All ELL students work on the Rosetta Stone Classroom program that provides instruction in English language acquisition with Native language support. Students are also paired with a buddy student who speaks their language but is either advanced or proficient at speaking english. The success of our ELL instructional program is evaluated through monthly analysis of student work samples to track improvement in academic achievement and language acquisition, Student movement from beginner to proficient on the NYSESLAT exam is also used to evaluate the effectiveness of the program. ELL student achievement on the NYS ELA and MATH exams are analyzed to determine increases in ELL students who score level 3 and above as compared to the previous year to track effectiveness of the program.

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 conferences and any other individual 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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 68 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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input 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 68 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 Common Core Learning standards, P.S. 111Q has aligned all programs and instruction for ELLs with the Common Core Standards 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 Independent Reading 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 classrooms and the Computer Lab to individualize language acquisition for ELL students. Students learn English in an immersive, personalized online environment. Classroom teachers can monitor student progress using the built in management tools. 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

Part B: Direct Instruction Supplemental Program Information

program will begin in October 2012 and conclude in June 2013. The students will be assigned to one of 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)

ESL/ Sight words Class Kits

Vocabulary Resource Kit

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 professional development workshops on aligning Common Core Learning Standards with ESL curriculum for ELL students in September, November, and throughout the school year. Classroom teachers will attend ongoing professional development workshops scheduled by the Office of ESL and Bilingual Education and CFN410 for the 2012-2013 school year. ESL teachers and School Administrators will provide additional training to classroom teachers during the school year. School Administrators will attend QTEL for Administrators Institutes during the summer 2013.

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 2012- 2013 school year. All teachers of ELLS will receive professional development on the following topics:

Common Core State Standards

Part C: Professional Development

NYSESLAT/ ELL PERIODIC ASSESSMENTS ANALYSIS

Best Practices in ELA for ELLS

Technology for English Language Learners

Best Practices in Math for ELLS

Universal Design for Learning (UDL)

Formative assessments

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 2012 and the other in January 2013 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 2013. Another session will be planned before the start of the school year 2013- 2014. 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 | | |
| TOTAL | | |

