



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LORRAINE HANSBERRY SCHOOL

29Q118

PRINCIPAL: CHERYL V. JONES

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SUPERINTENDENT: **LENON C. MURRAY**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Cheryl V. Jones	*Principal or Designee	
Nancy Aromando	*UFT Chapter Leader or Designee	
Jasmin Farrier	*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	
Frances Joseph	Member/Parent	
Khalil Stevens	Member/Parent	
Kema Bailey	Member/Teacher	
Andria Clarke White	Member/Teacher	
Debbie Phillips	Member/Teacher	
Renette Marshall	Member/Parent	
Katrina Richards	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, at least 3% of students will achieve proficiency levels 3 and 4 on the 2013 NYS ELA exam to make AYP on the School State Accountability Report Card and to increase the school's performance rating on the Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2011-12 NYC Progress Report indicates that only 44% of students obtained levels 3 & 4. In addition our average student proficiency level was 2.80, which means that 56% of students in grades 3-5 are not performing on or above grade level in ELA. As a result we have made performance in ELA a priority for the 2012-2013 school year. We have also identified that our early childhood instruction has a direct impact on our grades 3-5 performance. There is a core group of students in first and second grades that are reading on a Kindergarten level (A or B books) and show limited comprehension of text. In addition, by the time students reach second grade their writing skills and vocabulary is limited. Students are not able to develop a cohesive paragraph with grade level appropriate vocabulary, sentence syntax, and overall coherence. These outcomes are directly impacting student performance in the third and fifth grade.

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) 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.

Activity # 1

- **Professional Development:** Professional development will be given on the following topics: Common Core Standards; Unwrapping the standards to clarify curriculum and lesson objectives; Lesson planning; Incorporation of a variety of strategies into daily instruction that include-, teacher modeling, student to student accountable talk, student use of rubrics and self assessment; collaborative and independent work; Differentiation; flexible grouping based on student achievement data; student engagement in meaningful activities and motivation; effective questioning for higher order thinking through exposure to Depth of Knowledge tools; and discussion. Teachers will engage in professional development sessions that will allow them to share best practices and learn how to utilize hard and soft data to inform their planning and instruction in order to meet the needs of all learners in their classes.
 - **Target Populations: All Teachers**
 - **Responsible Staff Member(s): Principal, Assistant Principal, School based Instructional Specialist, Network Instructional**

Specialist; Consultants from educational support agencies (ELI) will support teacher pedagogy.

- **Implementation Time line: September 2012- June 2013**

Activity # 2

- **Curriculum Alignment to Common Core Standards:** Curriculum maps and unit maps will be created to reflect alignment to the Common Core Standards, and explicitly identifying concepts and skills to be taught. The use of Treasures Literacy Program and various resources will add to the rigorous ELA curriculum. Students on each grade level will complete two English Language Arts tasks based upon their units of study and the New York State Common Core Learning Standards.
- **Target Populations: Teachers of K- 5 SETTS Teacher, ESL Teacher**
- **Responsible Staff Member(s): Principal, Assistant Principal, School based Instructional Specialist, Network Instructional Specialist**
- **Implementation Time line: August 2012 – June 2013**

Activity # 3

- **Analysis and Evaluation of Data:** Teachers will collect, analyze and use the following data to meet the needs of their students: IEP's, Acuity, ARIS, Treasures Benchmarks, Periodic Literacy Assessments, Common Core Assessments, teacher-made assessments, unit assessments from the Treasures Literacy Program. Assessment will be used throughout instruction. Criteria will be set and immediate feedback of data will be provided to the students. Students will be involved in the process by self monitoring and assessing their own progress. Inquiry Teams will look at students' work, analyze their work and develop steps to improve instruction and performance based on developing CCLS Units of Study. Teachers will collaborate with their grades each week to develop lesson plans, analyze student data and share instructional best practices. Teachers will work toward collaborating across the grade levels and content areas at least once a month to analyze and share student work developed from Common Core tasks. Data will be disaggregated for this subgroup. Common Planning time and Inquiry periods for special education teachers to collaborate with content specialists, evaluate progress of students based on assessment data and make strategic instructional adjustments.
- **Target Populations: Teachers K- 5, SETTS Teacher, ESL Teacher**
- **Responsible Staff Member(s): Principal, Assistant Principal, Network Instructional Specialist, School based Instructional Specialist**
- **Implementation Time Line: September 2012- June 2013**

Activity # 4

- **Additional supports to student learning:**

- Students will participate in the Extended Day program on Tuesdays and Wednesdays from 2:30- 3:20 / PS118Q Afterschool Achievers Academy [March 2013 – April 2013] on Tuesdays & Wednesdays (3:30pm- 5:30pm). These programs are geared to improve students' proficiency not only in reading and writing, but also in developing academic language. The focus will be on using informational texts in a variety of disciplines such as: Math, Social Studies, Science and Current Events

- **Target Populations: offered to all students in grades 3 through 5**

- **Responsible Staff Member(s): Principal, Assistant Principal, Network Instructional Specialist, School based Instructional Specialist, SETTS Teacher**

- **Teachers**

- **Implementation Time line: September 2012 – June 2013**

Strategies to increase parental involvement

- Through collaboration with the Parent Coordinator, Parent Association, and Staff, we will provide various forms of outreach to improve parent – school communication through memos, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics, including ARIS Parent Link.
- English Language Arts parent workshops and events will be held throughout the year to teach parents how work with their children at home in order to improve their children's reading skills. For example, Pajama –O-Rama which is an event that informs the parents about the importance of read alouds in developing their children's comprehension, fluency, and decoding skills. We also teach parents how to question and engage their children in discussion about the text using Webb's Depth of Knowledge.
- Monthly Chat & Chews with the Principal which will provide an opportunity to learn about how to develop student writing, comprehension, decoding, and word attack skills in order to make their children proficient readers. We provide strategies parents can use at home to support student development of their English Language Arts skills.
- An ESL parent workshops will be given to support parents of ESL students in order to assist them in making the language acquisition and then developing proficiency in reading and writing in English.
- Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.
- Family guides from the NYCDOE will be provided to parents as per the Chancellor's commitment to inform and involve families.

Budget and resources alignment

- Indicate your school's Title I status: X 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 x Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected 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).

The school has partnerships with Southern Queens Park Association to provide an afterschool program that will support students academically, artistically, and socially

The school has partnerships with Cornell Cooperative Exchange for Parent Nutrition Programs that are well attended.

Students and families will learn about healthy eating and food preparation and will cook a healthy meal at home after learning the lessons at school.

There will be a connection to reading and writing specifically following directions, sequencing, writing reviews, writing a summary, writing a response, with prompting writing, recalling steps to a process, drawing a picture of or dictating an account.

Our School SAPIS worker reinforces conflict resolution to improve classroom environments and cooperation through programs to whole class and small groups that also include drug prevention and anti bullying.

The SAPIS worker also serves as a member of the Attendance Team and works with a specific student group and their parents as their mentor.

The SAPIS worker works closely with our self-contained IEP classes.

All ELL students work on language development skills through theater.

A core group of staff members are being trained in PBIS- Positive Behaviors Interventions and Supports and the program that will be in year one roll out during the 2013-2014 school year. This year core staff is being trained in order to turn key and train other staff members until all staff is trained school-wide.

Students receive acknowledgement/rewards for their cooperation and citizenship as school-wide rubrics are in place for being safe, being respectful and being responsible in all areas of the school setting.

We use a ubiquitous approach in teaching this and all programs mentioned as we continue to train the school community in Respect for All practices that lead to accepting the differences of others and promoting tolerance.

As a Title I School wide Program school, a combined use of Federal and local funds and human resources will be used to implement this action plan from September 2011- June 2012 as indicated below:

Instructional materials purchased to support the curriculum during the regular school day

Consumable instructional materials purchased to support the curriculum during the regular school day, and PS118Q Afterschool Academy Program

Coverage for teachers participating in Professional Development and differentiated Professional Development

Small group Pull out and push in student intervention programs provided by SETTTS, ESL, and library/AIS teacher

Weekly Common Planning period for all classroom teachers

Weekly Inquiry Based Teacher Team Time for all teachers – Horizontal by grade and Vertical for all IEP Teachers 1x per week

Teacher Per Session for after school work shops

Principal's Per Session for Inquiry work, Inquiry Team and After school/PS118 Afterschool Academy

Fiscal Year 2013 funding to meet my goal will be ascertained from Tax Levy Shortfall, Title IIA supplemental to pay for per session hours for teachers to provide instruction for our afterschool program. Title I parent involvement monies will be utilized to provide materials for parents that will assist them in improving their children's English Language Arts abilities. Funding has been set aside to provide professional development on the English Language Arts Common Core standards. This funding was taken out of Tax Levy dollars to support teachers in developing effective units of studies to meet the needs of all learners. NYSTL Textbook funding has been used to purchase books and materials to support our afterschool program, Extended Day program, and overall classroom materials for teachers.

ANNUAL GOAL

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, At least 3% of Students will achieve proficiency levels 3 and 4 on the 2013 NYS Math exam to make AYP on the School State Accountability Report Card and to increase the school's performance rating on the Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2011 -2012 NYS Progress Report indicates that 41% of our students obtained a level 3 or 4. The average student Math proficiency level was 2.88, which means 59% of the students in grade 3-5 are not performing on or above grade level in Math. We have also identified that our early childhood instruction has a direct impact on our grades 3-5 performance. There is a core group of students in Kindergarten, first and second grades that are not grasping basic mathematics concepts such as regrouping with respect to addition and subtraction, or basic addition/subtraction facts. This makes it difficult as students move into the third – fifth grades, which directly impact student performance and understanding of concepts as students move through third- 5th grade. These deficits among our early childhood grades are directly impacting student performance in the third and fifth grade.

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) 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.

a) Student sub groups have been identified by inquiry teams, including the core team, data specialist, classroom teacher and the math specialist. Individually and in teams, teachers and the administrator used benchmark assessments including McGraw Hill/ Math Connects Baseline Assessments, and Acuity generated assessments to evaluate students' and create sub-groups based on their performance and needs. The highest and lowest 1/3 were also identified for each class and grade and will be a main group in the horizontal inquiry teams work on each grade. Strategies include, aligning instructional tasks and assessments to the CCLS, daily use of problems-solving workbook of McGraw-Hill's Math Connects to launch the Problem of the Day, teachers modeling a practice problem and assigning students' progress, and independent teacher directed small group work will target sub groups and implement lessons according to data and student needs. Students will show evidence of critical thinking and reasoning to design their own word problems as a means of showing mastery of a skills aligned with the CCLS. With monitoring and follow-up review.

Teachers will create assessments and rubrics to analyze student work aligned to the CCLS to monitor students' progress. These assessments will reflect tested skills and grade standards in mathematical reasoning, implement strategies for intervention and differentiated instruction at multiple entry points to address the needs of individual learners (IEP, ELL, highest 1/3 and lowest 1/3 subgroups). Older students will be able to explain vocabulary and correspondence to questions asked as well as an array of strategies to find the correct solution to the mathematical task. Younger students will use concrete objects, drawings, pictures and prompting to help them to think critically and use mathematical reasoning to solve problems.

b) AIS support staff including cluster and specialists, math specialist, inquiry team members are used to implement the strategies and activities.

c) During weekly planning and inquiry meetings, teachers will reflect on their practices and implementation of lessons to determine their effectiveness. This will lead to the development of effective lessons and assessment tools aligned to the CCLS and the unit of study. Hence teachers play a vital role in designing assessment tools and their decisions are valued by the administrator and members of the leadership team.

d) Implementation of the action plan began at the end of September at the conclusion of benchmark assessments and a review of data including the NYS Assessment scores and item analysis, the spring 2013 predictive. Implementation of strategies and activities followed by assessment and reflection will be on-going. Student progress will be monitored by benchmark assessments and individual SMART goals written and assessed every 6-8 weeks. Teacher/Inquiry based interim assessments will be administered at the end of the second marking period to assess the skills and content taught for the first half of the year. This will provide data to inform and reform instruction for the upcoming months. In early March, a follow up assessment will be administered to measure the results of reforms made to enhance student performance and progress.

Activity # 1

Professional Development: PD will be given on the following topics: Common Core Standards; Unwrapping the standards to clarify curriculum and lesson objectives; Lesson planning; Incorporation of a variety of strategies into daily instruction that include-, teacher modeling, student to student accountable talk, student use of rubrics and self assessment; collaborative and independent work; Differentiation; Flexible grouping based on student achievement data; Student engagement in meaningful activities and motivation; Effective questioning for higher order thinking through exposure to Depth of Knowledge tools; and discussion. Math games and technology will be incorporated to provide multiple points of entry in instructional practice. Teachers will engage in professional development sessions that will allow them to share best practices and learn how to utilize hard and soft data to inform their planning and instruction in order to meet the needs of all learners in their classes.

- - **Target Populations: Classroom Teachers, Math Cluster Teacher, SETTS Teacher, ESL Teacher**
 - **Responsible Staff Member(s): Principal, Assistant Principal, School based Instructional Specialists, Network Instructional Specialist;** Consultants from educational support agencies (ELI,) will support teacher pedagogy and content knowledge. Network Mathematics Instructional Specialists support curriculum alignment and development . Network instructional support personnel conduct math labsite visits to support teachers.
 - **Implementation Time line: September 2011- May 2012**

Activity # 2

- - **Curriculum Alignment to Common Core Standards:** Curriculum maps and unit maps will be enhanced to reflect alignment to the Common Core Standards, and explicitly identifying concepts and skills to be taught. The use of Math Connects and additional resources will add to the rigorous math curriculum.

- **Target Populations: Teachers of Students with Disabilities**
- **Responsible Staff Member(s): Principal, Assistant Principal, School based Instructional Specialist, Network Instructional Specialists**
- **Implementation Time line: August 2012 – June 2013**

Activity # 3

- **Analysis and Evaluation of Data:** Teachers will collect, analyze and use the following data to meet the needs of their students: Acuity, ARIS, Periodic Math Assessments, Common Core Assessments, teacher-made assessments, CCLS Units of Study assessments, unit assessments from the Math Connects Program. Assessment will be used throughout instruction. Criteria will be set and immediate feedback of data will be provided to the students. Students will be involved in the process by self monitoring and assessing their own progress. Inquiry Teams will look at students' work, analyze their work and develop steps to improve instruction and performance based on the data and identified trends in work products, artifacts, and assessments. Teachers will collaborate with their grades each week to develop lesson plans, analyze student data and share instructional best practices. Teachers will work toward collaborating across the grade levels and content areas at least once a month to analyze and share student work developed from Common Core tasks. Common Planning time and Inquiry periods for classroom teachers to collaborate with content specialists, evaluate progress of students based on assessment data and make strategic instructional adjustments.
- **Target Populations: Classroom Teachers, Math Cluster Teacher, SETSS Teacher, ESL Teacher**
- **Responsible Staff Member(s): Principal, Assistant Principal, School based Instructional Specialists, Network Instructional Specialist**
- **Implementation Time Line: September 2011- May 2012**

Activity # 4

- **Additional supports to student learning:**
 - Students will participate in the Extended Day program on Tuesdays and Wednesdays from 2:30- 3:20 / PS118Q Afterschool Achievers Academy [March 2013 – April 2013] on Tuesdays and Wednesdays (3:30pm- 5:30pm)]. These programs are geared to improve students' proficiency not only in reading and writing, but also in developing academic language. The focus will be on using informational texts in a variety of disciplines such as: Math, Social Studies, Science and Current Events
- **Target Populations: offered to all students in grades 3 through 5**
- **Responsible Staff Member(s): Principal, Assistant Principal, Network Instructional Specialist, School based Instructional Specialist**
- **Teachers**

Implementation Time line: September 2012 – June 2013

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Plan and facilitate a Family Math Game Night in Spring.
 - Provide materials and training to help parents work with their children to improve their math achievement levels.
 - Through collaboration with the Parent Coordinator, Parent Association, and Staff, we will provide various forms of outreach to improve parent – school communication through memos, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics, including ARIS Parent Link.
 - English Language Arts parent workshops and events will be held throughout the year to teach parents how work with their children at home in order to improve their children's reading skills. For example, Pajama –O-Rama which is an event that informs the parents about the importance of read alouds in developing their children's comprehension, fluency, and decoding skills. We also teach parents how to question and engage their children in discussion about the text using Webb's Depth of Knowledge.
 - Monthly Chat & Chews with the Principal which will provide an opportunity to learn about how to develop student proficiency in mathematics. We provide strategies parents can use at home to support student development of their mathematics skills
 - ESL parent workshops will be given throughout the year to support parents of ESL students in order to assist them in making the language acquisition and then developing proficiency in reading and writing in English in order to problem solve and develop the academic language to show and explain their answers.
 - Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.
 - Family guides from the NYCDOE will be provided to parents as per the Chancellor's commitment to inform and involve families.

Beginning on Know Your School Night in September, parents were informed of the NYS Assessment results and encouraged to delve deeper into their partnership with our school in order to increase the “Home School Connection” and support their ability to help their children to make academic progress. In addition to our annual monthly parent involvement events and the normal parent workshops facilitated by the parent coordinator, teachers have offered to host parent workshops during their preps, prior to evening PTA Meetings and from January to April on Saturdays. These teacher leader parent workshops will be content or skill specific and sometimes grade specific. This will help parents to support their children at home with the learned strategies, skills and tools obtained from the teacher workshops. Additionally, beginning October, each month a Breakfast with the Principal session is hosted by the principal. This is open to all parents and provides opportunities for discussion regarding the trends in the curriculum, policies and programs being implemented in the school and concerns affecting the school community. Most importantly, it provides parents with a voice and forum to contribute and share ideas, services to the school that will benefit our students and community. The newly implemented parent workshops with a focus on instruction have lead to an increase in parent participation and volunteerism in all aspects of our school. This gives our parents an opportunity to view students' grades and progress as they are posted. It also provides examples of student work for practice and access to teachers for feedback and discussions via email. This allows parents, teachers and administration to be proactive in meeting the needs of all students. Other strategies and activities include:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; i.e. Family Math Night
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent

Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school brochures /folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand and use Global Connect School Phone Messenger system in English and Creole.

Budget and resources 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 X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected 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).

The school has partnerships with Southern Queens Park Association to provide an afterschool program that will support students academically, artistically, and socially

The school has partnerships with Cornell Cooperative Exchange for Parent Nutrition Programs that are well attended.

- Students and families will learn about healthy eating and food preparation and will cook a healthy meal at home after learning the lessons at school.**
- There will be a connection to reading and writing specifically following directions, sequencing, writing reviews, writing a summary, writing a response, with prompting writing, recalling steps to a process, drawing a picture of or dictating an account.**
- Our School SAPIS worker reinforces conflict resolution to improve classroom environments and cooperation through programs to whole class and small groups that also include drug prevention and anti bullying.**
- The SAPIS worker also serves as a member of the Attendance Team and works with a specific student group and their parents as their mentor.**
- The SAPIS worker works closely with our self-contained IEP classes.**
- All ELL students work on language development skills through theater.**
- A core group of staff members are being trained in PBIS- Positive Behaviors Interventions and Supports and the program that will be in year one roll out during the 2013-2014 school year. This year core staff is being trained in order to turn key and train other staff members until all staff is trained school-wide.**
- Students receive acknowledgement/rewards for their cooperation and citizenship as school-wide rubrics are in place for being safe, being respectful and being responsible in all areas of the school setting.**
- We use a ubiquitous approach in teaching this and all programs mentioned as we continue to train the school community in Respect for All practices that lead to accepting the differences of others and promoting tolerance.**

As a Title I School wide Program school, a combined use of Federal and local funds and human resources will be used to implement this action plan from September 2011- June 2012 as indicated below:

- Instructional materials purchased to support the curriculum during the regular school day**
- Consumable instructional materials purchased to support the curriculum during the regular school day, and PS118Q Afterschool Academy Program**
- Coverage for teachers participating in Professional Development and differentiated Professional Development**
- Small group Pull out and push in student intervention programs provided by SETTS, ESL, and AIS teacher**
- Weekly Common Planning period for all classroom teachers**
- Weekly Inquiry Based Teacher Team Time for all teachers – Horizontal by grade and Vertical for all IEP Teachers 1x per week**
- Teacher Per Session for after school work shops**
- Principal's Per Session for Inquiry work, Inquiry Team and After school/PS118 Afterschool Academy**

Fiscal Year 2013 funding to meet my goal will be ascertained from Tax Levy Shortfall, Title IIA supplemental to pay for per session hours for teachers to provide instruction for our afterschool program. Title I parent involvement monies will be utilized to provide materials for parents that will assist them in improving their children's mathematics abilities. Funding has been set aside to provide professional development on the mathematics Common Core standards. This funding was taken out of Tax Levy dollars to support teachers in developing effective units of studies to meet the needs of all learners. NYSTL Textbook funding has been used to purchase books and materials to support our afterschool program, Extended Day program, and overall classroom materials for teachers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the School Learning Environment Survey results will demonstrate an improvement in each category.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2011- 2012 NYC School Learning Environment Survey indicates the school is below average in all categories. For this reason, improvement on the School Learning Environment Survey has been identified as a priority goal. Ratings given by teachers and parents as they relate to safety, respect, communication, and engagement must convey gains.

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) 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.

Activity # 1

- **Professional Development:** School leadership team focus and discussions implemented to make explicit connections between actions taken this year and expected outcomes within the school.
 - Professional development opportunities provided to parents to inform them of instructional practices taking place within the school setting that will provide evidence of gains and evaluate our progress towards meeting academic expectations.
 - Teachers set goals for their class, individual students and subgroups to increase teacher engagement and teacher voice in academic expectations.
 - Establish a data team which consists of one teacher from each grade to decide on assessments, analyze student data, and increase teacher engagement.
 - Grade team meetings facilitated by teachers with administrative participation to increase Distributed Leadership, communication and teacher engagement.
 - A deeper look at the connections between the School Environment Survey and the impact on the Progress Report.
- **Target Populations: Classroom Teachers**
- **Responsible Staff Member(s): Principal, Assistant Principal, School Based Instructional Specialist, Network Instructional**

Specialist

- **Implementation Time line: September 2012- June 2013**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Monthly "Chat and Chews" with parents to inform them about current trends in curriculum and instruction. This is also a forum for parents to discuss concerns and share ideas to improve the school community
- Monthly parent workshops to educate parents about aligned Common Core units of study.
- Provide parent volunteer training through the Learning Leaders Program.
- Teacher teams will create grade level progress reports in order to communicate with parents about their children's progress. This progress report will be given to parents three times per year.
- Monthly Newsletters to keep parents informed as to all events occurring in the school
- Implementation of the School Messenger System to inform parents of school events, pertinent information about their child's attendance and progress, parent workshops, community events, & available training to improve their skills.
- Parent events such as International Night, Pajama-O-Rama, Mother Daughter Tea, and Brotherhood Breakfast, and Get to Know Your School Night to foster parent participation in the school community.
- Volunteer Leaders Program for parents that want to volunteer and support the school community to trained volunteers.

Budget and resources alignment

- Indicate your school's Title I status: X 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 X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected 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).

The school has partnerships with Cornell Cooperative Exchange for Parent Nutrition Programs that are well attended.

- Students and families will learn about healthy eating and food preparation and will cook a healthy meal at home after learning the lessons at school.
- There will be a connection to reading and writing specifically following directions, sequencing, writing reviews, writing a summary, writing a response, with prompting writing, recalling steps to a process, drawing a picture of or dictating an account.

Parent Coordinator facilitates ongoing parent workshops such as financial literacy, ARIS Training, Home/Safety Workshop, Understanding Special Education, Violence Prevention, & Reading through the Arts. We also conducted our annual Title One Parent Involvement meeting in order to involve parents in the decision making process of the school. In addition, parents participate in a monthly PTA meetings.

In OTPS for FY'13 we will utilize funding from Parent Involvement/Tax Levy Parent Coordinator, Title 1 Parent Involvement, Translation/Interpretation Title I SWP, and Title III allocations to support increased parent involvement and communication.

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	<p>Saturday Achiever's Academy is offered to students school wide from 9:00 – 12:00 beginning in January 2013 until April 2013</p> <p>Students receive instruction based on critical areas of need identified by data and other assessment sources. Students also receive additional support during the Extended Day session for ELA. Strategies and skills are introduced and assessed for a period of 50 minutes during Extended Day.</p> <p>As of January 2013 students also receive Academic Push – In Services on each grade level to provide further academic intervention during the school day.</p>	<p>Students receive small group instruction with an approximate class size of 10. One to one individual instruction is provided through guided reading and extended activities. Activities are differentiated, adjusted, and modified to meet the varying student needs.</p> <p>Push – in Academic Intervention Services are provided by cluster/support staff in the school. Teachers are assigned to classes on each grade level. Teachers work with small groups in areas where the primary classroom teacher has identified trends among his/her students.</p>	<p>The Saturday Academy session will be held every Saturday during the weeks of January 2013 and April 2013. Extended Day activities are scheduled on Tuesdays and Wednesdays from 2:30 p.m. until 3:20 p.m.</p> <p>Push – In Academic Intervention Services are provided Monday through Friday during the school day.</p>

Mathematics	<p>Saturday Achiever's Academy is offered to students school wide from 9:00 – 12:00 beginning in January 2013 until April 2013</p> <p>Students receive instruction based on critical areas of need identified by data and other assessment sources. Students also receive additional support during the Extended Day session for Mathematics. Strategies and skills are introduced and assessed for a period of 50 minutes during Extended. Students are introduced to instruction through math games and technology that reviews various mathematical skills.</p>	<p>Students receive small group instruction with an approximate class size of 10. One to one individual instruction is provided through guided reading and extended activities. Activities are differentiated, adjusted, and modified to meet the varying student needs. Math games are incorporated through board games, skill assessments, and through the use of Smart Board Technology.</p> <p>Push – in Academic Intervention Services are provided by cluster/support staff in the school. Teachers are assigned to classes on each grade level. Teachers work with small groups in areas where the primary classroom teacher has identified trends among his/her students.</p>	<p>The Saturday Academy session will be held every Saturday during the weeks of January 2013 and April 2013. Extend Day activities are scheduled on Tuesdays and Wednesdays from 2:30 p.m. until 3:20 p.m.</p> <p>Push – In Academic Intervention Services are provided Monday through Friday during the school day.</p>
Science	<p>Across Grade 4 periods of instruction have been increased and the amount of time allotted for science will include lab time in order to assist teachers and students with needed</p>	<p>Instructional services will be provided by the science teacher and lab assignments will be in collaboration with the science cluster teacher and primary classroom teacher.</p>	<p>Instructional/intervention services are provided Monday through Friday during various instructional periods.</p>

	preparation for the Spring New York State Science Exam.		
Social Studies	During Social Studies there is increased focus on informational texts with differentiated and scaffolded supports to at-risk students during class time.	Instructional support will be provided by the primary classroom teacher. Small group instruction, guided reading, and modifications will be implemented based on review of data and trends identified through work products and artifacts.	Instruction and required intervention will be provided Monday through Friday during various instructional periods.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The primary school counselor assists students one to one and in small group discussion with students, teachers, and parents of at – risk students to develop necessary intervention.	Guidance Counselor sessions are provided through small groups of 3 to 5 students, Assemblies, and Parent Teacher Conferences	Counseling Sessions are provided daily, Monday through Friday during the mandated school week.
At – Risk services provided by the School Psychologist	The school psychologist is consulted periodically to conduct student observations and conferences with teachers to provide professional feedback. Feedback includes strategies, and techniques to support at	Intervention services are provided as needed based on student populations and situations.	Interventions are provided throughout the school year.

	risk students' academic or behavioral needs. The school psychologist also supports students to alleviate crisis situations.		
At – Risk services provided by the Social Worker	The school social worker provides intervention to students and parents through consultation and updates on social history as they relate to the family. He/She assists parents with development and implementation of suggested interventions. The school social worker also provides contacts for services provided outside of the school setting.	Intervention services are provided as needed based on student populations and situations.	Interventions are provided throughout the school year.
At – Risk Health Related Services	NOT APPLICABLE		

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.

- **Two teachers of Students with Disabilities (CTT) are being mentored by school based instructional specialists and administration.**
- **The payroll secretary will work closely with the Network HR point person to ensure that non-highly qualified teachers meet all documentation and assessment deadlines, and receives support regarding hiring teachers in the event of vacancies.**
- **Differentiated Professional Development opportunities including feedback from formal and informal observations, administrative guidance, school based instructional support, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.**
- **Network with local colleges and universities to train and mentor student teachers**
- **Create a brochure highlighting our students and schools accomplishments.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Lucile Lewis	District 29	Borough Queens	School Number 118
School Name Iorraine Hansberry			

B. Language Allocation Policy Team Composition

Principal Cynthia Ofori Feaster	Assistant Principal Lezli Buchanan
Coach Eleanor H. Green	Coach Mia Williamson
ESL Teacher Margalit Raviv	Guidance Counselor Velda Armstrong
Teacher/Subject Area Ms. White, 3rd grade teacher	Parent Nellie Sorto
Teacher/Subject Area Ms. Riketts, 4th grade CTT tr.	Parent Coordinator Pria Bala
Related Service Provider Edie Varga, Speech tr.	Other Ms. Madmoune 5th grade tr.
Network Leader Lucile Lewis	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	625	Total Number of ELLs	36.	ELLs as share of total student population (%)	5.76%
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Part II: ELL Identification Process

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

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

55 Paste response to questions 1-6 here

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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Push-In				1	1									2
Total	0	0	0	1	1	0	2							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	1	4	3	0	1				36
Total	33	1	4	3	0	1	0	0	0	36

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	3	5	6	2	7	4								27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	0	2	2	3	0	2								9
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Other														0
TOTAL	3	7	8	5	7	6	0	36						

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?

Paste response to questions 1-7 here

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:

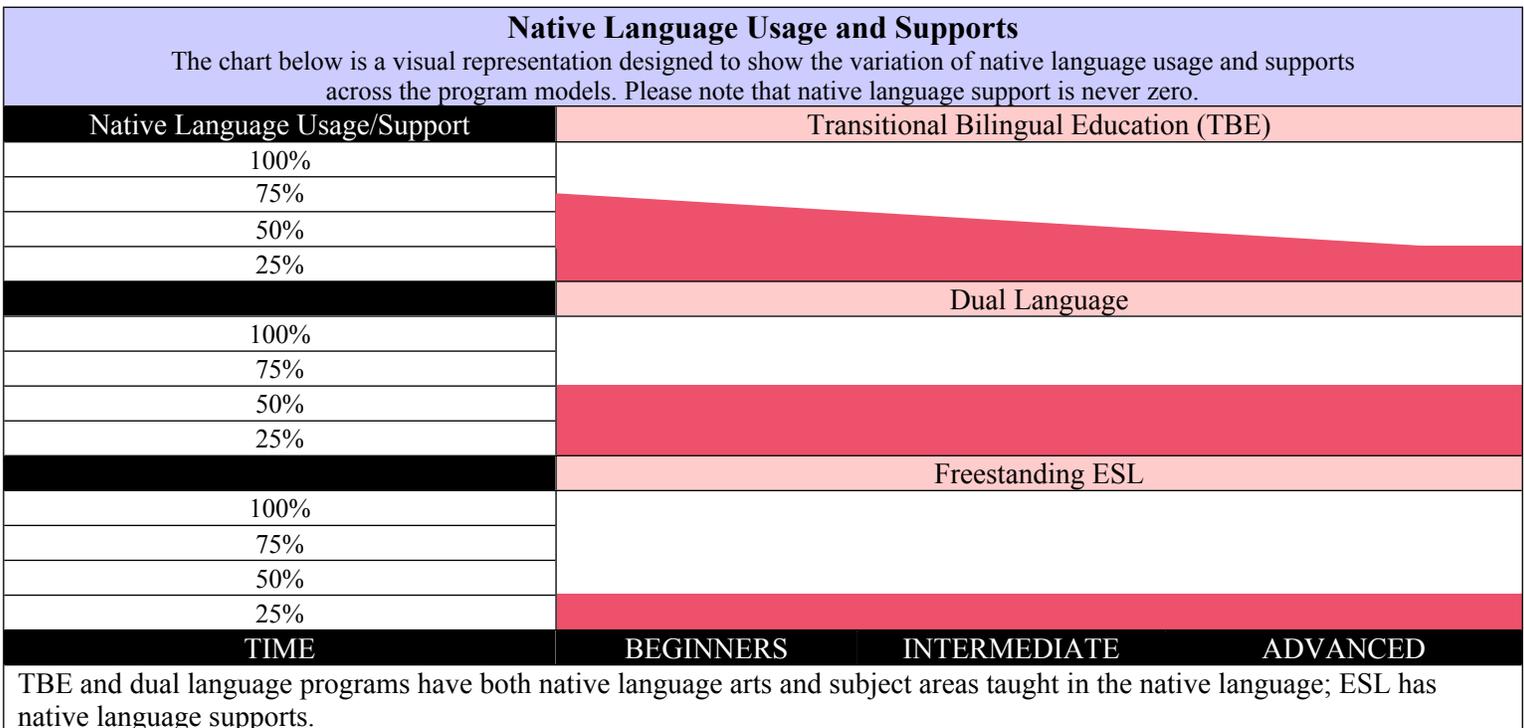
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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 day	45 minutes per day

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



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?

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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	5	4	3	3	1								16
Intermediate(I)	0	1	3	1	3	2								10
Advanced (A)	2	2	1	1	1	3								10
Total	2	8	8	5	7	6	0	0	0	0	0	0	0	36

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1			3
4		1	1		2
5	5	6	2		13
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				

New York State Regents Exam

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

Paste response to questions 1-6 here

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 29 School Name: PS 118

Cluster: 1 Network: 111

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 were surveyed/ interviewed regarding what languages and what kind of translation assistance would be helpful to them. At registration and at initial ELL Parent Orientations in September we ask what language they prefer to get school wide notices and information.

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.

In our school about 25 parents need translation in Spanish and 15 Haitian Creole, this data was attained from the Home Language Forms, parent interviews during registration and at ELL Parent Orientation meetings; therefore our findings indicated at our school, the languages Spanish and Haitian Creole are dominant. Written translations of any school information that goes out to parents is written in those two languages. In addition, if there is a need for oral interpretation during parent conferences, Parent Teacher meetings and registration translators are provided. Every teacher including cluster teachers has access to the list of parents who need translation services. There is a note placed on the child's Emergency Card if the parent only communicates in his/her home language.

Part B: Strategies and Activities

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

Written translations are provided by the Department of Education's outside vendors in two languages Spanish and Hatian Creole. The material to be translated is planned ahead of time and given to the DOE translation services vendor and in turn we order as necessary. Sometimes, when the need arises translation of written notices and other communications will be done by a staff member.

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

Oral interperatation is provided by in house staff (per session) or sometimes by an outside interpreter. These are important in the process of educating and orientating parents. Oral interperatation is needed in every Parent/Teacher meeting , in Orientation meetings for new entrants and for other workshops given to parents. Often ,it is needed in individual parent meetings with the teacher, with a service provider,or with the Principal.

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

Our school provides translated information to all parents . All pamphlets, notices, and other informative written materials are translated ahead of time and distributed to parents along with the English version. Oral translations are available during parent meetings by in house bilingual staff (per-session) or purchased from the Translation and Interpretation Unit at the DOE. We have about 25 families who need translation services in Spanish and about 15 who require translation services in Haitian Creole.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Lorraine Hansberry School	DBN:29Q118
Cluster Leader: Doug Knecht	Network Leader: Lucile Lewis
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: 24
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Rationale:

After conducting a 2 year trend analysis of student performance data on the NYSESLAT it was determined that in 2012 all students (K-5) moved one proficiency level in the Listening /Speaking and or Reading /Writing component. However; over half of our LEP population are at Beginning proficiency levels in Reading and Writing and most are in the early grades. The majority of our students in the upper grades tend to remain on the same proficiency level (have not shown growth) in the reading /writing component. Students who have received services for three years and beyond will be serviced in our after school program. Our goal for for the ELL population for the 2012-2013 academic school year is by June 2013 at least 1/3 of the Limited English Proficient students in grades K-5 will improve one proficiency level on the Reading/ Writing and Listening/ Speaking portions of the NYSESLAT. Therefore, we have established a Title III ESL Afterschool Tutorial Program that focuses on the development of reading and writing that ELLs will need to promote success on the ELA and NYSESLAT exams. Our Title III After School Program will also provide targeted intervention opportunities for students in grades 3, 4 and 5.

Implementation Time Line:

Tuesdays and Wednesdays- 3:20pm-5:20pm

November 2012- April 2013. (ESL Afterschool Tutorial Program)

PS 118's ESL AfterSchool will be held twice a week for two hours each session. The program is co-planned by the ESL and Special Ed teachers. The students will be divided into two groups by proficiency levels; one beginners and the second group will be intermediate and advanced. The teachers will be teaching separate groups. The ESL teacher will work with the beginners, while the special education teacher will work with the intermediate and advanced students. The content areas will be addressed by both teachers. Each lesson will be structured so that the first hour the ESL teacher spends with the beginners reinforcing oral language development, in their second hour they work on a writing assignment facilitated by the Special Ed. teacher. At which time the advanced and intermediate students will receive direct instruction with the ESL teacher. Instruction is differentiated by using different level materials and assignments for 3rd ,4th and 5th graders. The students will work on the same skills but with different instructional materials. The teacher will conference with each student

Part B: Direct Instruction Supplemental Program Information

separately.

ELL Subgroups: (SIFE, Students with Disabilities, serviced 0-3 years, serviced 4-6 years) also participate in the After School, Extended Day Program. These programs are geared to improve students' proficiency not only in reading and writing, but also in developing academic language. This year we are focusing on using Informational Texts in a variety of disciplines such as: Math, Social Studies, Science and Current Events.)

Teacher(s): 1 ESL Certified Teacher ; 1 Special Ed.Certified Teacher

Language of Instruction: English

Materials: Mondo Publishing, ESL section

Write Away: Write Source Writing Series (Houghton Mifflin, 2008)

Language Arts: Core Skills Grades 3-5 (Steck Vaughn, 2008)

Test Prep: Empire State NYSESLAT :ESL/ELL (Continental Press, 2010)

NY Test Ready Instruction ELA/Math (Curriculum Assoc. 2010)

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: Rational: Professional Development will provide training centered around developing reading and writing abilities with additional supports for academic language and will help equip our teachers of ELLs with various strategies of instruction that are aligned with the Common Core Curriculum, school curriculum maps in ELA, Math, Science, and Social Studies at various grade levels. The ESL teacher shares different scaffolding and mapping strategies to be used in the student's classroom. These sessions focus on professional practice and methodologies to strengthen content area instruction across the curriculum. We have designed a professional development program that will prepare teachers to better serve the linguistically diverse population at PS 118. This will be accomplished in the following manner:

Teachers to Receive the Training: ESL Teacher, Classroom Teachers of ELL's, Special Education Teachers,

Part C: Professional Development

Parent Coordinator

Schedule: The following workshops will provide training centered around developing academic language. The workshops are planned to be 2 hours in length. Scheduled for December 2012; February 2013; April 2013

Topics:

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

- How to teach science vocabulary ,
- Elaborate definitions and research approaches and methods (December 12, 2012)

Session 2: Strategies for teaching vocabulary in Non Fiction and Informational Texts such as :

- Social Studies and Current Events (Newspapers, Magazines,and Journal articles)
- Focusing on Text elements,grammatical structures typical to these texts as well (February 13, 2013)

Session 3:

Math: How to teach Math vocabulary to ELLs

Strategies in teaching math problem solving (April 10, 2013).

Name of Provider: Mondo Publishing, ESL Network Instructional Specialist, ESL Teacher

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:Rational:

Parent involvement is an important component in accommodating our ELL population.Title III funds will be used to offer additional Parent's Workshops.

Parents will be invited to 3 workshops. During these workshops Curriculum and strategies will be presented and explained for the different content areas ELA, Math and Science.

Parents will be equipped with strategies they can use at home to assist the students to be better

Part D: Parental Engagement Activities

prepared for the upcoming assessments. Samples of assessments will be given to them as well. The Parent Coordinator, the ESL teacher and the Math/Science, Social Studies teachers and our Instructional Support Specialists will be present.

Schedule and Duration:

These workshops will be given during the months of February 25,2013, March 18, 2013, and April 29,2013.

Topics:

In February 2013, the science and math curriculum will be presented with learning strategies. In March 2013- strategies dealing with non fiction material and challenging texts will be presented.

In April 2013 we will conduct a workshop for parents focused on instructional content, methods and assessments. The standards and promotional policies will be explained in detail. As part of our effort to strengthen parental involvement, many members of our school community are bilingual, and ensure communication between the school and the home. Translation by specific staff will be available at the parent workshops.

Name of Provider:

The workshops are provided by ELL Network Instructional Support Specialist and the ESL Teacher

Notification Practices: The language spoken by our English Language Learners is Spanish and Haitian Creole. Their parents are notified via ESL flyers and or school News Letters in their home language.

Part E: Budget

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

Allocation Amount: \$11200

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. 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	