

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Lorraine Hansberry School. PS 118	DBN:29Q118
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
Total # of ELLs to be served: 29 Grades to be served by this program (check all that apply): X K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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:3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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

We have conducted a 2 year trend analysis of student performance data on the NYSESLAT and It was determined that in 2013 most of our ells moved one proficiency level in Speaking and Reading modalities. However, over half of our ELLs are at the beginning stage of proficiency in Reading and Writing, most of them were in the early grades. This year there is a change, We have 5 students in the upper grades that are newcomers and are at the very beginning stage of English acquisition. 2 of our students in the upper grades passed the NYSESLAT and the rest remained at the Advanced proficiency level. This year we noticed that the reason they did not pass the NYSESLAT was not so much due the Writing but rather the Listening. In terms of students who have received services for three years and beyond, they will continue to be serviced in our After School Program. Our goal for our ELL population for the year 2014-2015 is that by June 2015 at least 1/3 of the ELLs in grades k-5 will improve one proficiency level in each of the 4 modalities. Therefore we have established our Title III ESL After school program in such a way that each student will receive instruction in the skills that he/she needs to improve. We designed the program to be differentiated for each student, it will provide intervention opportunities for all students in specific skills that they need to improve.

Implementation Time Line of the ESL After school program:

Wednesdays and Thursdays 2:30 - 4:30
January 2015 – April 2015

P.S. 118 ESL after school program will be held twice a week for two hours each session. The program is co-planned by the ESL teacher and the content area teacher. The students will be divided to 2 groups. One group will include the Beginner and Intermediate students plus the newcomers. This group will have 2 teachers co-teaching, (The ESL teacher and the content area teacher). The ESL teacher will support the Beginning and Intermediate students with ESL methodologies along with the content area teacher. The second group will be taught by the second ESL certified teacher. This group of students will consist of former ELLs, and the Advanced Ells. She will work with them on deciphering complex texts, on improving skills like: main idea, cause and effect, making inferences, etc. She will work with them on improving their essay writing and answering text based questions. The three teachers are: 2 ESL certified teachers and 1 content area teacher. The 2 ESL teachers will plan the curriculum for this after school program.

ELL Subgroups: all our Ells including SIFE, students with disabilities and those students who have been serviced more than 3 years will participate in this program. In addition, some former ELLs will attend as well. This year we are focusing on developing academic language by using informational texts in a variety of disciplines such as: Social Studies, Current events, Science and Math.

3 Teachers: 2 ESL certified teachers and 1 content area teacher.

Language of instruction: English

Materials: Evan Moore – “Daily Academic Vocabulary”
Evan Moore – “Reading Comprehension”
Evan Moore – “Daily Paragraph Editing”
National Geographic - “Ladders” series
Steck-Vaughn – Skills development: Inferences, Context Clues, Facts,
Newmark Learning – Common Core ELA Tips and Tools
Newmark Learning - Writing to Texts
Newmark Learning - Common Core - Language

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

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. 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 that can 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 our school. It will be accomplished in the following manner:

The teachers that will receive training are: ESL teacher, classroom teachers of ELLs, Special Education teachers and Parent coordinator.

Schedule: The following workshops will provide training centered around developing academic language. There are going to be 3 sessions, each of them will last 2 hours.

Session 1: December 2014

- * How to teach science vocabulary
- * Science themes and concepts – strategies for ELLs
- * Elaborate definitions and research approaches and methods.

This workshop will be given by the Science teacher with the ESL teacher.

Session 2: January 2015

- Strategies for teaching vocabulary in informational texts
- Social and Current Events (Newspapers, magazines, journal articles)
- Focusing on text elements, grammatical structures typical to these texts.

Given by the ESL teacher having attended workshops By Kate Costella on Teaching academic vocabulary.

Session 3: March 2015

- Math: How to teach Math vocabulary to ELLs
- Strategies in teaching math problem solving (graphic organizers)

Given by the Math specialist, 4th grade teacher and 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:

Parent involvement is an important component in our after school program. Title III funds will

be used to offer additional parents' workshops.

Parents will be invited to 3 workshops. During these workshops curriculum and strategies will be presented and explained for ELA, Math, Science and Social Studies.

Parents will be equipped with strategies they can use at home to assist the students to be better prepared for the upcoming assessments. Samples of assessments will be given to them as well. The Parent Coordinator, the ESL teacher and other instructional support specialists will be present.

Schedule and Duration:

These workshops will be given during the months of January, February and March of 2015.

Topics:

In January 2015, the science and math curriculum will be presented with learning strategies.

In February 2015 – strategies dealing with non-fiction material and challenging texts will be presented.

In March 2015 - we will conduct a workshop for parents focused on instructional content, methods and assessments. The standards and promotional policies will be explained in detail.

Translation by specific staff will be available at the parent workshops.

Providers:

The workshops are provided by the ESL teacher with the content area teachers.

Notification Practices:

The languages spoken by our ELLs are Spanish and Haitian Creole. Parents are notified by flyers and or school newsletters 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: \$		
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 		Instruction per session: 1 ESL teacher 2 content area and Special ed teachers. Parent involvement – 2 teachers (4 hours each)

		1 supervisor
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: THE LORRAINE HANSBERRY SCHOOL-PUBLIC SCHOOL 118Q

DBN (i.e. 01M001): 29Q118

Principal: CHERYL V. JONES

Principal Email: CJONES23@SCHOOLS.NYC.GOV

Superintendent: LENON MURRAY

Network Leader: DR. JOANNE JOYNER-WELLS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Cheryl V. Jones	*Principal or Designee	
Nancy Aromando	*UFT Chapter Leader or Designee	
Kahlil Stephens	*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	
Andria Clarke-White	Member/ 3 rd Grade Teacher	
Jessica Douglas	Member/ 4 th Grade Teacher	
Velda Armstrong	Member/ Guidance Counselor	
David Walker	Member/ Parent	

Angela Chisholm	Member/ Parent	
Cheryl Bakker	Member/ Parent	
Chincia Answer	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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
+	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2015 a minimum of 70% of students from Kindergarten to Fifth grade will demonstrate use of textual based evidence to support arguments or opinions by producing written responses to informational text that are reflective of their respective grade and Common Core Learning Standards.

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.

Based upon ongoing grade level review of student assessments and responses to literature throughout the 2013-2014 school year, we noticed that students are improving their ability to use evidence from an informational text to support their opinions or create viable arguments. We also noticed our children are citing evidence directly from the text, but they are struggling with analyzing the text in order to extrapolate and make connections and add that insight into their writing. This was consistently seen across the grades. In addition, based on our 2014 NYS English Language Arts exam results students in grades 3-5 did make progress with respect to English Language Arts. Although we made progress and exceeded standards in closing the achievement gap, our student achievement levels were approaching the standards and our ELA scores decreased by 0.6%. Students exhibited difficulty writing responses to informational text, and expounding upon the text evidence to support their answers.

Instructional Strategies/Activities

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will work will work with social studies based topics and work on units or lessons that will reinforce arguments.
2. Debate teams will be formed in every grade from 2-5
3. Professional development will be provided for teachers using the Ready Gen curriculum and CCLS standards to promote argument in discussion and in writing

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, classroom teachers, writing cluster teacher
2. Administrators, Classroom teachers, Physical Education Teachers, SETSS Teacher, ESL Teacher, and Technology Teacher
3. Administrators, classroom teachers, Network Achievement Support Specialist, & Related Service Providers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By November 2014 teachers will select units of study. Student writing samples will be collected and examined every 6 weeks to determine whether students are using textual based evidence.
2. By January 2015 all debate teams will be formed and debates will be held monthly throughout the rest of the year.
3. Observations (formal and informal) will show evidence of improved pedagogy and instructional strategies, professional development will be held weekly.

D. Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015
2. January 2015–June 2015
3. September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will meet, plan and evaluate student work twice a week during their common preps or on Tuesdays from 2:30pm-3:45pm, and during the Grade- Level Inquiry meetings. The Literacy Lead team members for each grade will facilitate these professional development sessions.
2. School support personnel will be assigned to various grade level debate teams, schools will also try out for their class level debate teams, and teachers will prepare student debate team members in their classes.
3. Teachers will use a variety of curriculum-based tools to assess student progress. Resources such as ReadyGen, specifically the writing component. Targeted students in the afterschool academy will use the New York Ready resource to improve their informational writing skills.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent Workshops throughout the year will be provided to help parents understand the ELA CCLS standards and new curriculum. Spring: Parent workshop on how to use the writing process to help students with informational writing

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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 2015 a minimum of 70% of our students in grades K-5 will demonstrate and make sense of situational problems by making a plan for a solution and using appropriate strategies or techniques. In addition, students will obtain mathematical fluency through reinforcement of basic math facts, improving student number sense, and math terminology. By understanding mathematical language students will be able to improve their comprehension of mathematical problems and they will be able to support their written response questions using math terminology.

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.

Our grade level inquiry teams assessed student work products and found that student level of fluency and their knowledge of number sense was below level. Based on the third grade item skills analysis of the NYS Mathematics exam from the 2013-2014 school year, our students performance improved by 8%. However, on questions that required them to show mastery of using various strategies to solve word problems our students are still struggling. Our children's number sense skills are improving but many still do not have mastery of concepts including but not limited to rounding, regrouping/exchanging, and place value. Students must also gain fluency and mastery of basic mathematical facts.

Students also showed difficulty in reference to solving and explaining situational word problems using appropriate strategies and techniques. The New York State Mathematics exam from the 2013-2014 school year showed that as a school we were excellent with respect to student progress. However, only 25% of our students received proficiency levels of 3 and/or 4. When assessing students' work products we identified that students demonstrated difficulty with explaining word problems and choosing an appropriate strategy to solve them.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Students will be taught various strategies as to how to solve situational word problems such as working backwards, creating tables, charts, and graphs, and guess and check.
2. Manipulatives will be incorporated in math lessons in order to provide students that are tactile and visual learners an entry point to understand mathematical concept
3. The Go Math curriculum that we are currently implementing has an RT I component to address the needs of students that are at risk, with SWD, and English Language Learners. Students are identified using ongoing assessments, conferring, and through unit performance tasks and assessments. Smart goals are set based on student needs and are monitored to determine mastery. Activities are also provided in order to address the needs of students that are performing on or above grade level.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers and mathematics cluster teacher will implore various math strategies in their lessons to improve student understanding of how to solve word problems. We will also use Khan Academy which provides free on line tutorials, games, and a plethora of strategies to approach mathematical problem solving.
2. Teachers, Principal, Assistant Principal, SETTS teacher, Math Cluster teacher, Network Mathematics Achievement Coach. Go Math has an online resource for teachers and students. Teachers are able to design online activities to address the needs of individual learners within their class.
3. Principal, Assistant Principal, SETTS, Classroom Teachers, Math Cluster teacher, Network Mathematics Achievement Coach, Partnership with Hofstra University, and ESL Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Documentation from classroom observations/walkthroughs will provide evidence of strategy use and frequency. Student work will be reviewed to determine student use of strategies.

2. Classroom observations will show growth in the Danielson framework in areas of student engagement, rigor as students work with manipulatives on a regular basis.
3. Review of data from Go Math curriculum assessments (end of unit tests, pre and post test data) will be reviewed to assess the movement of our identified subgroups

D. Timeline for implementation and completion including start and end dates

1. September 2014 – May 2015
2. October 2014 – June 2015
3. August 2014 – June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. CCLS standards will be reviewed, Go Math Curriculum and online resources
2. Khan Academy online resources, Go Math Manipulative Kits, Network PD opportunities for teachers from Exemplars
3. Teachers and administrators will attend Go Math PD on an ongoing basis, use of various online resources from Go Math, Khan Academy and other Internet resources

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Due to the introduction of the NYS Common Core Mathematics Learning Standards and the change in the way in which mathematics is being taught, ongoing monthly parent workshops will be offered in order to support parent learning of math concepts and strategies to support their children at home.
2. Family Math Game night to reinforce and enrich student and parent understanding of math strategies and concepts.
3. Chat and Chews with the Principal which will provide an opportunity for parents to learn how to develop their child's proficiency in mathematics.
4. 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.
5. Partnerships with parents will be fostered to increase student mathematical achievement through formal and informal parent /teacher conferences.
6. Family guides from the NYCDOE will be provided to parents as per the Chancellor's commitment to inform and involve families.

Progress reports will be sent out to parents three times per year in addition to report cards in order to inform parents of student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	x	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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 2015 a minimum of 80% of teachers will show improvement in their teacher practices. This will be accomplished by participating in ongoing professional development based on teachers' professional goals or needs. It will be evidenced by each teacher or teacher team's successful facilitation of a professional development session aligned to the Common Core Learning Standard with supportive student work showing student progress and practices in accordance to Charlotte Danielson's Framework for measuring teacher effectiveness. Teachers will be evaluated formally and informally in 8 competencies of the Danielson's Framework. We will deepen our work with Danielson by focusing on question and discussion techniques and assessment of instruction

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.

An Area for Improvement (AFI) from the 2013-14 Quality Review Report, Q.R. Indicator 4.1, influenced the development of this goal: "Build on observation practices so that teacher feedback, aligns to a common framework, supports teacher growth and informs professional development promoting a school wide culture of professional learning and reflection." Additionally, this goal complies with NY State law, requiring schools to implement a new Teacher Evaluation and Development System known as *ADVANCE* in New York City). Based on teacher observations from the 2013-2014 school year our teachers have shown some improvement in competency 3b- Questioning and Discussion and in competency 3d-Assessment of Instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Principal and assistant principal will meet with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and goals for the upcoming year. Teachers will select from two methods of observation. Option 1 or Option 2. The principal will explain the MOSL for the teacher and indicate upcoming MOSL related activities.
2. Cabinet meetings and other professional development opportunities will be scheduled by the principal, assistant principal, and Network Support personnel. This is to ensure that all teachers know and understand the 22 components of the Danielson's Framework. Training will include case studies and viewing teaching videos on the Common Core library. Differentiated professional development on mandated professional development every Monday during Professional Development sessions. Principal and assistant principal will provide teachers with on-going professional development based on their needs from the informal and formal observations
3. The principal and assistant principal along with the Network Achievement Coach and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan.
4. Principal and assistant principal will schedule individual End of Year Conferences with all teachers to reflect on their teaching practice throughout the year. They will discuss evidence of teaching practice and student learning across the year focusing on growth in teaching practice and next steps for continued improvement that results in student achievement
- 5.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Network Achievement Coach, Talent Coach and Assistant Principals. Professional Resource: *Danielson Framework for Teaching; ARIS teaching videos & case studies*

2. Principal and Assistant Principal and Network Achievement Coach and Talent Coach. Professional Resource: *Danielson Framework for Teaching*
3. Principal, Assistant Principal, Instructional Lead Teachers, Network Achievement Coach and Talent Coach
4. Principal, Assistant Principal and teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completion of Initial Planning Conferences during which time teachers select Option 1 or 2 as evidenced by signed IPC forms, optional professional goals and all required information entered through ADVANCE.
2. Principal and Assistant Principal with support from the Network Achievement Coach and the Talent Coach engage in conversations that reflect knowledge of all 22 components of Danielson.
3. Principal's ratings of the teacher are used as the target to evaluate progress

D. Timeline for implementation and completion including start and end dates

1. September 2014-June 2015
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The supervisor and the eligible teacher use the suggested DOE IPC agenda format to conduct 1 IPC for at least 15-minutes during a previously scheduled date and time which could take place during a preparation period or before and after school.
2. Twice a month cabinet meetings take place and once a month the network provides the principal and assistant principal with professional development in alignment with Danielson and ADVANCE. Administrators have also attended other professional development provided by the Department of Education based on Danielson and/or ADVANCE.
3. The principal provides assistant principal with a pre-planned observation schedule identifying cabinet observations and individual administrator observations.
4. Ongoing professional development by administrators.
5. The supervisor meets one-on-one with each teacher to engage in a End of Year Conference for at least 15-minutes during a predetermined time period that can be scheduled during a preparation period or before and after school

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be surveyed to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal and assistant principal to design strategies and workshops that increase parent involvement and parent engagement. Parent involvement/engagement strategies aligned with this goal will include two parent workshops as indicated below:

Fall Parent Workshop: Parents and families will become familiar with the new Advance, Teacher Evaluation System.

Spring Parent Workshop: Parents and families will explore the ways in which the Danielson framework supports improved teaching practices that increase student performance. Prior to the start of each workshop, a representative from the PTA and the Parent coordinator will distribute flyers about the workshop translated into our parents' high frequency languages and the PTA President or a designee will read a description of the workshop (with translation services if possible) and encourage parents to attend

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	x	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015 we will increase our attendance rate by 2 percent (from 92% to 94%) and increase safety and respect rating on our Learning Environment Survey by a minimum of 5% among teachers and parents.

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.

These goals are related and were generated based on our current attendance rate which hovering at 91%. We have a number of chronically absent students which has impacted our overall school attendance rate. In addition, we looked at our 2013-2014 Progress Report and School Learning Environment Survey and noted the critical area of safety and respect and the stats for that component. There is a need for student peer resolution and intervention.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To form an active Student Council to promote student involvement and give students greater voice in the school community.
2. To establish an Attendance Team whose primary goal will be to work on improving student attendance and formulating a plan for reducing chronic absenteeism.
3. Establish of mentoring programs such as Boy and Girl Scouts and other mentoring initiatives.
4. Design a series of assemblies/programs/trips to support student development and achievement recognition.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, Selected Teachers, Guidance Counselors, Network YD Director, Students
2. Administrators, Attendance Coordinator, Attendance Team, Guidance and Support Staff, Parent Coordinator, Parents, Students, Network Support
3. Administrators, Network and Community Support, Teachers, Parents
4. Administrators, Teachers, Guidance Counselor, Parent Coordinator, Community Collaborators, Students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student Council committee will establish benchmarks to measure our progress and meet regularly to determine if we are meeting them.
2. After establishing the committees and protocols (Student Recognition Assembly, Awards Assembly, Student Improvement Recognition, etc.) we will monitor class/student level attendance data for evidence of increase. Students will be assessed on individual targets given at the beginning of the school year.
3. Mentor program will be designed by January 2014 and collaborations identified. Girl/Boy Scout troops in the community will be identified and communication started for establishing the relationships.
4. Enlist a group of stakeholders to develop the list of programs/assemblies and to calendar them. Share the calendar and dates with all of the PS 118 community.

D. Timeline for implementation and completion including start and end dates

1. October 2014 – June 2015
2. September 2014 – June 2015
3. December 2014 – May 2015
4. November 2014 – May 2015
5. December 2014 – June 2015
- 6.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Student Council meetings throughout the year. The Student Council will engage in various school community projects
 Attendance committee meetings to monitor attendance in our school.
 Mentorship program will be established where children will meet at least once a week. Students will learn peer resolution skills, etiquette, social interaction skills, etc.
 Student of the month assemblies and celebrations & 100% attendance awards (class and individual) and improved attendance celebrations.
2. Monthly character value assemblies, College Day, Career Day, etc.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent workshops on bullying, problem resolution, and improving attendance
1. Attendance parties to recognize the parents of students with 100% attendance and those parents of students that have improved their attendance
 2. Mom and Dad bring your child to school day. Parents will come in to visit the classrooms, conduct read alouds, and work with teachers.
 3. Mother/Daughter Tea Party
- The Volunteer Leader Program has been implemented in the school. Parents volunteer to support in the lunchroom, classrooms, dismissal, arrival, hall monitors, and so forth.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	x	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	SETSS, After School Academy, ELL After School Academy, and Flexible Grouping/ Differentiation in the classroom	The method for delivery with all of these programs will be small group and some will be one to one/tutoring.	SETSS and Flexible/ Differentiation grouping will take place during the school day. The After School Academy, and the ELL After School Academy will take place after the school day.
Mathematics	SETSS, After School Academy, Flexible Grouping/Differentiation in the classroom and the Go Math RTI component	The method for delivery with all of these programs will be small group and some will be one to one/tutoring.	SETSS and Flexible/ Differentiation grouping will take place during the school day. The After School Academy, and ELL After School Academy will take place after the school day.
Science	Flexible grouping and differentiation is provided.	The method of delivery is within a small group setting or one to one as needed.	will take place during the school
Social Studies	Flexible grouping and differentiation is provided.	The method of delivery is within a small group setting or one to one as needed.	This will take place during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor provides counseling sessions for the at risk students. The social worker meets with the at risk students and when necessary their families.	The guidance counselor has small group and one to one sessions with her students. The social work provides mostly one to one sessions.	All counseling sessions occur during the school day.

Title I Information Page (TIP)
For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per *ADVANCE* and Danielson and are highly qualified.
- New teachers are provided with a mentor
- Teachers are encouraged to participate in Lunch and Learns, after school PDs and to attend off-site workshops when appropriate.
- Individualized PD plans are created for teachers to ensure continued improvement.
- Carefully made teacher assignments are designed to match teacher talent with school needs.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required Documentation and teacher assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our school developed a comprehensive professional development plan that addresses CCLS, Danielson, our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.

Our high quality professional development will include but not be limited to the following:

- Teachers will participate in professional development opportunities conducted by the network team, Talent Coach, instructional lead teachers, Principal, and Assistant Principal in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas.
- The Principal, AP, and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Core Curriculum *Ready Gen* for ELA and *Go Math!* will be supported through high quality professional development for teachers and paraprofessionals delivered by school instructional leaders, instructional leads network team members or the outside educational consultant. Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, <PF Set Aside> NYSTL, STH and other available resources to implement activities and strategies to reach schoolwide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of literacy and mathematics.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in literacy and mathematics.
- Textbook and instructional materials purchased for literacy, mathematics, social studies, and science.
- Afterschool programs in literacy, mathematics, and ESL.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve schoolwide improvement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

As a neighborhood school we will enroll students from zoned neighborhoods. We will form a PreK-to-K Transition Team including the Principal, AP, School Counselor, IEP Teacher, the Parent Coordinator, and parents (if applicable) who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. The team will meet to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, Pre-K teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from Pre-K to kindergarten. To ensure seamless transitions, the expectation is that

our PreK and Kindergarten teachers will engage in collaborations regarding CCLS for Early Childhood grades. Our school members will embrace our parents through parent engagement activities to increase parent involvement, build parent effectiveness, deepen our parents' understanding of CCLS while elevating high expectations for student learning.

The PreK-to-K Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood Pre K program to the Kindergarten elementary school program.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL team attended Central professional development sessions to continue to learn about MOSL and the *ADVANCE* teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Professional development is scheduled to provide professional development regarding the use of MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, and classroom assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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
MAY 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 with 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 promptly 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.

DBN: 29Q118

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$261,225.36	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$168,551.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,589,428.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 118
School Name Lorraine Hansberry		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Cheryl V. Jones	Assistant Principal Lesli Buchanan
Coach type here	Coach type here
ESL Teacher Margalit Raviv	Guidance Counselor Velda Armstrong
Teacher/Subject Area Eleanor Green	Parent type here
Teacher/Subject Area Nancy romando	Parent Coordinator Pria Bala
Related Service Provider Edie Varga	Other Michelle Lopez
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	587	Total number of ELLs	28	ELLs as share of total student population (%)	4.77%
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Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	4	2											7
Push-In				7	9	5								21
Total	1	4	2	7	9	5	0	28						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	4
SIFE	1	ELLs receiving service 4-6 years	8	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	20	1	4	8		4				28

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	20	1	4	8	0	4	0	0	0	28
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4	2	5	6	2								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1			2	3	2								8
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	1	4	2	7	9	5	0	28						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	1	1	0	2	4	1								9
Intermediate(I)	0	0	0	1	1	1								3
Advanced (A)	0	3	2	4	4	3								16
Total	1	4	2	7	9	5	0	0	0	0	0	0	0	28

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	1	1			3	1							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	1			5
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4		1		1				6
5	4								4
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2		1		4
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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 _____				
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								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess early literacy skills of our ELLs we use the Reading and Writing sections of the Lab-R and/or the NYSESLAT in the appropriate grade level.. We have found that very often there is a gap between the Listening/Speaking proficiency level and the Literacy proficiency level of our ELLs. This information drives our instructional plan for each of our students. The ESL teacher in

cooperation with the classroom teacher create a gradual plan to target these areas of need and monitor student progress, making instructional adjustments as needed. The ESL teacher and the classroom teacher inform each other about the individual student's learning style.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that our ELLs do better in Math and Science than in ELA. Based on the modality breakdown of the NYSESLAT, our ELLs are more proficient in Listening and Speaking than in reading and writing in all grades.
This year we have 3 ELLs in the upper grades that are new arrivals, so so they are still in the beginning stages of English acquisition.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
When comparing the scores of Reading/Writing to Listening/Speaking, the patterns noted indicate a gap between the 4 modalities. In the Listening/Speaking subtests, the majority of the students across grade levels scored much higher than in the Reading/Writing modalities. The newly arrived students were still at the Beginning and Intermediate level even in the Listening/Speaking modalities. Our administration looks at the AMAOs of the ELLs to plan instructional objectives. An emphasis on rigorous reading and writing is going to be our focus driven by the common core standards.
4. For each program, answer the following:
 - a. 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?

a. The results of the NYS standardized tests indicate that all ELLs need improvement, regardless of their level of English Proficiency. Although the students were provided with content area exams in their native language, most of the ELLs did not take advantage of them since the instruction they received was in English. Also, some of our upper grade ELLs were not literate in their native language.

 - b. not applicable
 - c. not applicable
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
All of our students including our ELLs are assessed on a daily basis, as well as summatively in all subject areas. Our ELLs are instructed in the Common Core Curriculum. Our Literacy programs, Ready Gen and our Math program Go Math have built in intervention components for ELLs and other struggling students. In addition, the ESL teacher works with the ELLs in small groups.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Since our ELLs are on various levels of language development, planning for instruction is based on their individual needs. The classroom teachers in accordance with the ESL teacher give our ELLs assignments that are developmentally appropriate. Scaffolds are provided to our ELLs that are informed by the Common Core Standards.
7. 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?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate the effectiveness of our program for ELLs, the ESL teacher collaborates with the classroom teachers regarding their progress, curriculum, ESL methodologies, and testing concerns. Data is analyzed and used to drive future instruction. AYPs are evaluated based on the results of the NYSESLAT and the ELA.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All incoming students at The Lorraine Hansberry school are provided with a Home Language Survey (HLIS). A certified ESL teacher (Ms. Raviv gives the HLIS to parents of the new admitted students. This survey is given to them in their own language and an informal interview is being conducted with a translator if needed (teacher or paraprofessional who speaks their native language.), Thus far, the home language of our newcomers has been Spanish and Haitian Creole. We have one student whose native language is Arabic. In a case where we don't have a translator at the school, The Translation unit is contacted for assistance. Within 10 days of admittance, the ESL teacher, Ms. Raviv, evaluates all HLIS forms to determine if a language other than English is spoken at home. When this is the case, the fully certified ESL teacher administers the LAB-R and the Spanish Lab. The original HLIS is then stored in the student's cumulative folder and the ESL teacher keeps a copy in file. Students who score below proficiency level on the the LAB-R are placed in our school's ESL program and their parents are invited to attend a Parent Orientation Workshop, during which they are informed about the three different programs for ELLs.
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.
To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free Standing ESL), parents of new admits (within the first 10 days of registration, throughout the year) receive a letter in their native language from the ESL teacher, inviting them to a special orientation meeting. In this meeting the ESL teacher, Ms. Raviv shows the parents the DVD in their native language. The ESL teacher describes the various educational programs that they can choose from. They are informed about the transfer option available to them for either Dual Language or a Transitional Bilingual program, if they wish. In this meeting the parent coordinator and a translator is also present. At PS 118 we do not have a Dual Language or Transitional Bilingual program in place.
t
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The entitlement letters, Parent Survey and Program selection forms are distributed at the initial parent meeting, which takes place within the first 10 days of admittance and all aspects of the academic settings are thoroughly explained to parents in their native language, which for our students has been Spanish and Haitian Creole. A variety of efforts are made to ensure parents return all forms and they do.
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.
Based on the results of the NYSESLAT parents of ELLs who continue to be eligible for ESL instruction are sent entitlement letters in English and their native language. These students are placed in our ESL program. Newly enrolled students are placed in the ESL program based on the results of the LAB-R score, which is done within the first 10 days of school. Parents who select a bilingual program, which our school does not have, are referred to the parent coordinator to assist them in finding the program they wish for. Translators are called upon for assistance when necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the spring, the ESL teacher administers all four modalities of the NYSESLAT to all our ELLs. The RLAT report is generated from the database and guides the list of students that are to take this test.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
At PS 118 the trend in parents' selection has been that 99% of parents opt for a Free Standing ESL program. Very rarely there was a parent who asked for a Dual Language or a Transitional Bilingual program. When there was one, he was referred to the parent coordinator who guided him in finding the program he chose. This year we have 28 ELLs whose parent had chosen the Free Standing ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The organizational model of the ESL program at PS 118 for the year 2013-2014 is a combination of Push-in and Pull-out program. This program is serving 27 ELLs in grades K through 5th who are at various proficiency levels. The languages spoken by our ELLs are Haitian Creole and Spanish. The ELL population attending PS 118 represents approximately 5% of the school population. The students are grouped according to three proficiency levels: Beginning, Intermediate and Advanced. Most groups are heterogeneous (mixed proficiency levels) and grouped by grade level. One group of non-English speakers are in one group.

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)?

All ELLs are serviced by a certified ESL teacher, Ms. Raviv. The beginning and intermediate level students receive about 360 minutes a week. Our Advanced level students receive about 180 minutes per week. This is in line with the NYS CR Part 154.

All ELLs receive 450 minutes of ELA instruction in their classroom apart from the ESL instruction and content area ESL.

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 foster language development and meet the demands of the Common Core Learning Standards.

Math, Science and Social Studies are enriched by concept and vocabulary development in English. Through the use of visuals, realia, graphic organizers and mapping, concepts and academic vocabulary is scaffolded and explained. The grammatical structure of informational texts is taught explicitly. Using the internet for gathering information and categorizing is also part of the content area ESL instruction. This instruction is aligned with the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ESL teacher and the test coordinator ensure that all ELLs in grades 3 -5 receive content area standardized tests in their native language, if available. In addition, ELLs are provided translated glossaries and word for word dictionaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Throughout the year formal and informal evaluations are used to assess progress in all four modalities of English.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

When we have a SIFE student we develop a special academic program for him/her. The intervention usually consists of attending Foundations lessons given by a first grade teacher. She would receive 10 periods of ESL weekly instead of 8 periods.

This year we do not have a new SIFE student.

For our newcomers who have been in US schools less than 3 years our program consists of academic rigor and explicit ESL and ELA instruction. All ELLs receive intensive, Common Core Standards driven instruction in all areas of the curriculum. All content area lessons are differentiated to meet students' needs. The ESL teacher scaffolds academic language to support students' participation and progress in those areas. She models the use of the language functions and structures within the context of the lesson.

The ESL program in our school is aligned with the school curriculum for each grade level. In addition, all newcomers are encouraged to attend Extended Day AIS, Title III, and Summer school programs.

Ells who have been receiving ESL service for 4 to 6 years are usually at the Advanced or Proficient level in Speaking and Listening based on the NYSESLAT. They require intensive instruction in Reading and Writing as well as more scaffolding and support in assignments that are part of the Common Core Standards. This is done through intensive collaboration between all instructional staff who service them.

7. 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?

In order to provide access to academic content areas and accelerate English language development, ESL strategies are used by the ESL teacher and the classroom/content area teachers. This is the reason for structuring the ESL program as push-in and pul-out.

The strategies include scaffolding, activating and building on prior knowledge, using hands-on activities, use of graphic organizers, visual representations, pre-reading strategies and the use of tiered vocabulary words.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL - SWDs receive all services as per their IEPs. At the beginning of the school year, all service providers meet to coordinate scheduling as to avoid conflict, so student will receive all necessary services. The ESL teacher works closely with the classroom teacher, providing support which targets specific skills. These ELLs also receive extra instruction during our extended day program and ESL after school program (Title III). They are also being pulled-out in small groups by the SETTS program and receive instruction in Math and ELA.

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:			

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

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

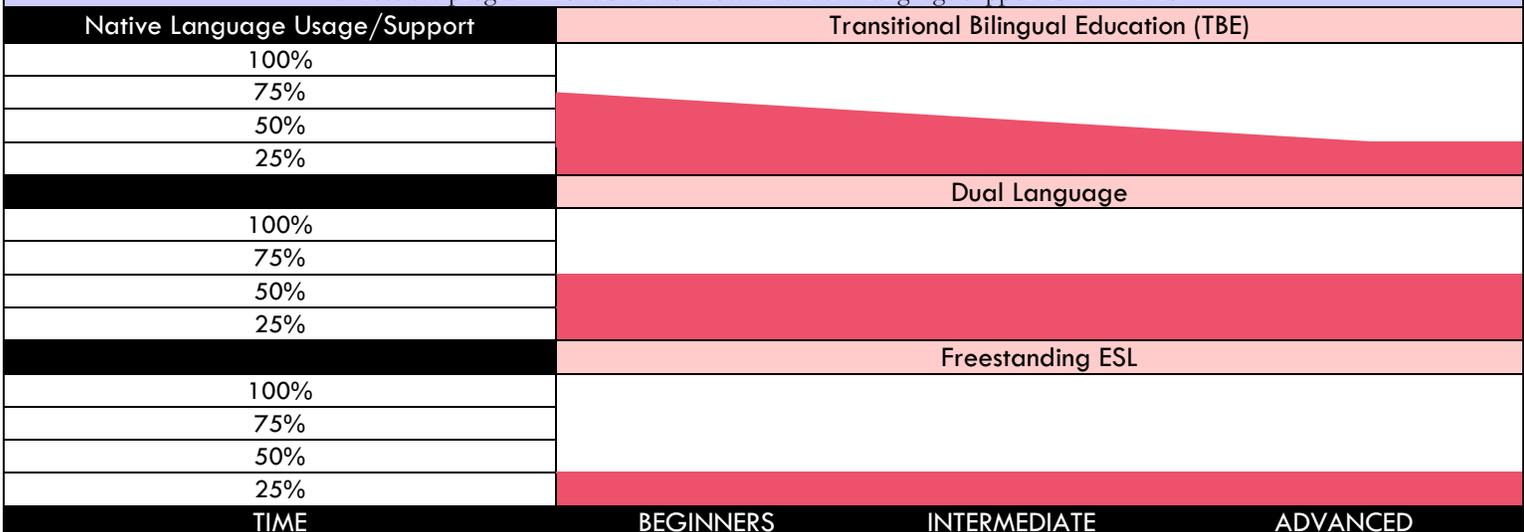
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- The implementation of the Title III After school program, the Extended day program will provide targeted intervention opportunities for students in grades 2,3,4,5. Some of our students get extra help by being pulled out as At Risk. Our After school program consists of 4 hours per week where students are grouped according to their skill needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All of our ELLs are mainstreamed into English Only speaking classes. In these classes they receive appropriate content on their grade level. A fully certified ESL teacher assists the classroom and content area teachers in planning and in instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- This year the entire school is following the new Common Core Standard curriculum in Math and ELA. We are going to use the "Ready Gen" program for ELA and "Go Math" in Math.
12. What programs/services for ELLs will be discontinued and why?
- No program will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are encouraged to participate in all aspects of the school activities including arts, dance and music programs. In their classrooms they are seated in mixed ability groups and during extended day sessions their needs are addressed. Our 2,3,4,5 grade students participate in the Title III after school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- This year the instructional materials to support ELLs includes material in a variety of genres and disciplines in different proficiency levels. This year since we are following a push-in model at the upper grades, these program are aligned with the Common Core curriculum. We are using the ELL component in Ready Gen and Go Math in the Math curriculum. Our ELLs have access to computers in their classroom and at the ESL room. Bilingual dictionaries and native language books are available to our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is utilized during lessons and during exams. Our students are provided with dictionaries and glossaries during ESL periods as well as in their classrooms. They are also provided with dictionaries to take home for their own use. The ESL classroom has books in Spanish and Haitian Creole as part of the students' library corner. The school library also has a section of books in our ELLs native languages. All communication with parents of ELLs is conducted both in English and in their native language. In parent conferences, Parent/Teacher, and other meetings, we have on staff either a teacher or a paraprofessional who speaks the parents' native language. In some cases we use the Translation Services offered by the Dept. of Education.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services instruction, support, and resources correspond to the ages and grade levels of our ELLs. Dual language books, glossaries, dictionaries, hands-on manipulatives, audio visual materials and computer programs are also available in various proficiency levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Our newly enrolled ELLs usually come to us in September and we do not have the opportunity to assist them before the school year starts.
18. What language electives are offered to ELLs?
- Our elementary school PS 118 does not offer language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A Our school does not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The Professional Development Plan emphasizes the Common Core Curriculum as it relates to our ELLs. Classroom teachers in all grade levels have common prep periods so that professional development, planning and gathering of data can take place.
 2. Professional development of staff also takes place during our Thursday afternoon PD time and on Professional Development days. The Classroom teachers with the ESL teacher are attending many Common Core workshops pertaining to ELLs offered by the dept of education throughout the year.
 3. The ESL teacher works with our in house middle school liaison to help ELLs as they transition from elementary to Middle School level. She also helps students and parents with the application process.
 4. To ensure that teachers receive 7.5 hours of PD in strategies in teaching ELLs, the ESL teacher provides PD during grade conferences and/or after school. The strategies include scaffolding techniques such as mapping, word analysis, graphic organizers, decoding idioms and cultural expressions. These PD sessions take place throughout the year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. Parent involvement is an important component in accommodating our ELL population. Title III funds will be used to offer additional parents' workshops. Parents will be invited to 2 two hour workshops. In these workshops curriculum and strategies will be presented and explained for content areas, ELA , Math and Science. The new Common Core curriculum will be demonstrated specifically. These sessions are offered during the school day, after schol, evenings and sometimes on Saturdays.
 2. Our school partners with many agencies and community based organizations to provide information, workshops and trips to all parents including parents of ELLs. Translators are called upon as necessary. Some examplwes of these events are: Police Department - Gangs and Violence. We also provided workshops to parents of ELLs by specialists and by the network staff developers. Parents are also given guidance and information about resources available to them in the community (like libraries) and by the Department of Education.
 3. There are regular periodical meetings with the bilingual parents so that we can respond to their needs with the students. The guidance counselor gets involved in some cases where it is needed.
 4. Our ELL families are invited to all school events and they are especially invited to attend our ELL information sessions and to visit our classroom. There is a communication process in place so that parents can approach the ESL teacher whenever the need arises.

E. 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.

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)
Cheryl Jones	Principal		11/1/13
Lezli Buchanan	Assistant Principal		11/1/13
Pria Bala	Parent Coordinator		11/1/13
Margalit Raviv	ESL Teacher		11/1/13
Mr. Kahlil Stevens	Parent		11/1/01
1313Nancy Aromando	Teacher/Subject Area		11/1/13
Michelle Lopez	Teacher/Subject Area		11/1/13
	Coach		1/1/01
	Coach		1/1/01
Velda Armstrong	Guidance Counselor		11/1/13
Joanne Joyner-Wells	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q School Name: ps118

Cluster: 2 Network: 205

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 as to what languages and what kind of translation assistance would be helpful to them. At registration and in initial Parent Orientations in September parents were given a questionnaire asking them to fill out the language they prefer to get information in. Every teacher, including cluster teachers has access to the list of parents who need translations in communicating with them. There is a note on the emergency card as well if the parent can only communicate in another language.

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.

At our school, two languages, Spanish and Haitian Creole are dominant. Written translations of any school information that goes out to parents is needed to be provided in those two languages. In addition, there is a need for oral interpretation in parent conferences and Parent/Teacher meetings. At registration there is a need for oral translations as well. At the entrance to the school there are signs in Spanish and Haitian Creole informing the parents of the availability of interpretations in everything they need. These notices direct them to the Parent Coordinator or to the main office to receive that service. The first newsletter and calendar is sent to parents in their home language. In our school about 20 parents need translation in Spanish and about 10 Haitian Creole.

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 outside vendors in two languages: Spanish and Haitian Creole. The material to be translated is planned ahead of time and given to the DOE translation service vendor. Whenever teachers need to communicate with parents in writing, a translation will be ordered from the DOE Translation unit and provided to the parent. Sometimes, when the need arises, translation of written notices and other communications will be done by in house translation (a staff member, per session).

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

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

Based on the information collected from the Home Language Identification Surveys (HLIS), the need for fulfilling Chancellor's Regulations A-663 is determined. There are signs predominantly posted in our school lobby and in the main office that inform parents of the availability of translation services. In addition, all pamphlets and notices and other written material to parents are translated ahead of time and distributed to parents along with the English version. Oral translations are available during parent meetings and are purchased from the Translation and Interpretation Unit at the DOE. We have about 30 families who need translation in Spanish and Haitian.