



P.S. 18

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (14/ K/ 018)
ADDRESS: 101 MAUJER STREET
TELEPHONE: 718-387-3241
FAX: 718-599-7744

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 018 **SCHOOL NAME:** Edward Bush School

SCHOOL ADDRESS: 101 Maujer Street

SCHOOL TELEPHONE: 718-387-3241 **FAX:** 718-599-7744

SCHOOL CONTACT PERSON: Karen Ford **EMAIL ADDRESS:** Kford5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frances Michalakos

PRINCIPAL: Karen Ford

UFT CHAPTER LEADER: Maritza Aviles

PARENTS' ASSOCIATION PRESIDENT: Loretta Johnson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** CFN 304

NETWORK LEADER: Lucille Lewis

SUPERINTENDENT: Mr. James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Karen Ford	*Principal or Designee	
Maritza Aviles	*UFT Chapter Chairperson or Designee	
Loretta Johnson	*PA/PTA President or Designated Co-President	
Cheryl Witt	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Frances Michalakos	Member/chairperson/literacy	
Rudolfo Solis	Member/ parent /Pre-K	
Yohanna Mercedes	Member/parent/4 th grade	
Lisa Wolosoff	Member `	
Maura Mann	Member/teacher/ 4 th grade	
Maria Simon	Member/ parent /ESL	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

.P.S. 18, is located in the Williamsburg section of Brooklyn, a community that historically has welcomed and embraced voyagers from all over the world and has built a tradition of excellence in education since it was built in 1908. Experienced and dedicated teachers and staff, partnered with parents, continuously collaborate to provide a small yet strong nurturing environment within a community that is rapidly changing. Although our students have made substantial gains in their performance on city and state assessments, we strive to continue to provide the best academic and extracurricular programs, in accordance with State, City and Regional initiatives, that will develop high performing, well-rounded students and to help ensure that every child will perform to her/his full potential.

Our Mission

We envision our school as a community of learners where all its members -- students, teachers, staff and parents -- are partners, and are actively involved in the educational process. It is a community where all members accept responsibility and accountability for creating a positive and supportive educational environment that will result in positive student academic outcomes. We strive to create the school of our dreams, a school where staff and parents work as partners to empower all our students to perform independently in reading, writing and math, as they apply learned skills through civic and social experiences that will enable them to further their educational goals and become active, responsible, and positively contributing members of society. We have high expectations for our students. Therefore we support their development of critical thinking, decision-making, communication and technological skills, and above all, positive leadership and community activism...all skills that will help them meet their full potential, navigate the 21st century, and achieve success in their life choices.

We want for our students the same that all parents want for their children:

- 1. the best instruction,**
- 2. understanding,**
- 3. compassion,**
- 4. respect,**
- 5. varied experiences**

Therefore, at P.S. 18, we provide an environment where parents and children can expect understanding, compassion, respect, and rigorous and well-planned instruction that meet the needs of ALL students.

It is our mantra: “They are our children until we return them to their parents at the end of the day”, and we will go that extra mile to make sure that our future leaders are well-skilled in all areas of learning and growth.

Current strategies for implementing the curriculum include:

- ◆ **Supporting Reading and Writing in a Balanced Literacy Curriculum that is driven by the Workshop Model**
- ◆ **Using Accountable Talk to develop independent reading, writing and math strategies for the student population**
- ◆ **Developing a community of lifelong learners with the staff and students**
- ◆ **Integrating the themes of history, government and leadership into all curriculum areas**
- ◆ **Differentiation of Instruction**

The school is collaborating with a number of outside agencies (Brooklyn Historical Society, New York Historical Society, Museum of Natural History, Arts Horizon, City Lights Youth Theatre, St. Nicholas After School NPC, Legal Lives, Chess in the Schools, OmniLearn Science Laboratory Inc., Leonard Library, Learning Leaders of New York City) that provide opportunities for the students to:

- ◆ **Raise the level of the student literacy, math and science skills**
- ◆ **Develop a deeper understanding of the history and government of their community, city, state, and country, and develop leadership skills even as students**
- ◆ **Foster their community involvement in meaningful ways**
- ◆ **Develop global understanding that will lead to becoming citizens of the world.**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Edward Bush				
District:	14	DBN #:	14K018	School BEDS Code:	331400010018

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	17	16		92.5	94.1	TBD		
Kindergarten	24	31	36						
Grade 1	44	29	30	Student Stability: % of Enrollment					
Grade 2	35	45	26	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	34	34	41		89.9	93.0	TBD		
Grade 4	61	35	36						
Grade 5	28	55	34	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					82.3	82.3	95.9		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					4	15	2		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	244	246	219		1	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	2	6	3		
No. in Collaborative Team Teaching (CTT) Classes	0	0	1	Superintendent Suspensions	2	1	0		
Number all others	10	7	12						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	53	52	44	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	23	22	20
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	1
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	1
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	99.0
American Indian or Alaska Native	0.4	0.0	0.0	Percent more than two years teaching in this school	91.3	90.9	98.0
Black or African American	18.0	20.3	16.4	Percent more than five years teaching anywhere	52.2	81.8	98.0
Hispanic or Latino	79.9	76.4	79.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0	Percent Masters Degree or higher	96.0	100.0	100.00
White	1.6	2.4	3.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	99.0
Multi-racial							
Male	47.1	45.1	44.3				
Female	52.9	54.9	55.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities	-	-					
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	3	3	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-2010		Quality Review Results – 2009-2010	
Overall Letter Grade	B	Overall Evaluation:	Well developed
Overall Score	52.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	9.4	Quality Statement 2: Plan and Set Goals	Well developed
School Performance (Comprises 25% of the Overall Score)	7.0	Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 60% of the Overall Score)	34.2	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	Well developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The 2009-2010 School Report Card indicated that the school has met its Annual Yearly Progress (AYP) target in reading, math, and science. The school is in Good Standing in the NCLB/SED accountability for ELA, Math, and Science. We showed a steady progress in ELA and Math from 2007 to 2009. However, in the testing year 2009-2010, there was a drop in our ELA progress in comparison to those previous years. The school received a B on the school's progress report and a rating of Well Developed on the Quality Review.

The 2009-2010 Progress report indicates that 32.1 % of students over all scored at or above grade level in English Language Arts, and for math, 57.8 % scored at or above grade level.

The performance trend on the school progress report and the quality review is as follows: On the 2007-2008 school's progress report the school received a score of A and a B in 2008-2009 and 2009-2010. The quality review rating for 2007-2008 and 2009-2010 was well developed on all quality statements 1-5.

The major area of concern at Public School 18 has been student progress. Over all 61.5% of students were in the median growth percentile in ELA and 72% were in the median growth in math. Results were best for the lowest one third of students with 76% of this group progressing one year in ELA, and 77.5% advancing one year in math. In 2010-2011 we will focus on tiered activities that support and meet the needs of all of our students including our highest performing.

Another concern is writing. Although the students are progressing through their reading, we have identified the need to emphasize further instruction in writing. We have implemented a writing continuum whereby each teacher closely monitors the skills of each student. The teachers meet to examine student writing and collaboratively plan so that the needs of all the students are met.

Using item analysis, portfolio assessment, and teacher assessments that recognize student strengths and weaknesses, we improve our instruction based on a continuum of student progress from grade to grade. Ongoing assessment is teacher and student based within a framework of Common Core Standards. Students in grades 3-5 are given benchmark assessments in ELA and mathematics. Item skills analysis generated from assessments help teachers plan for differentiated instruction and all support staff focus on specific student skills in need of additional instructional support, and to inform instructional decisions. Other assessments used to inform instruction including, in Pre-K ESI-R, Pre-K-K Breakthrough to Literacy, the W.R.A.P. assessment K-2 and 3-5, Acuity and Edperformance, In PK/K ESI-R and Breakthrough to Literacy and Early Childhood Language Arts System (ECLAS-2) in the lower grades (K-3). ECLAS-2, W.R.A.P. assessments, Acuity, and Edperformance help teachers plan effectively and differentiate instruction for students targeted as needing additional and specific reading and writing strategies to support moving them to standards, as well as for enrichment planning for those students meeting and surpassing grade level standards. The Blue print for Writing will be used to monitor the progress of the students in each grade.

We recognize and are working toward achieving the goals as required by the quality review. We are striving to develop and set student performance goals in each subject based on previous achievement so that there are clear expectations for both students and teachers. We continue training to improve instructional differentiation in classes so that teachers make full use of assessment data to address the individual learning needs of each student more specifically. We will continue to meet in a consistent and regular basis and utilize an inquiry approach so that we can analyze, plan, and reflect on our work. As a result, we will continue to develop teacher leaders who will work with their teams and promote their knowledge and expertise to the entire school community. Despite the lack of funds, we try to make more time available for the whole staff to meet together for professional development and for more formalized inter-visitation between teachers. We ensure whole school planning that has realistic attainment targets that are based on assessment data and set school priorities across all subjects.

There will be intense assessment and evaluation of instruction with ELL students. We will monitor our methods of teaching to ensure that we serve the needs of these students so that we may hasten their progress and raise their achievement. Differentiated activities will be used that specifically target and maximize the learning of English language learners. ESL teachers will support the Classroom teachers on strategically planning and meeting the needs of the ELL students.

We will be using the common core standards for ELA, history, social studies, science and math. It is our hope that through their implementation, we will prepare our students for the future. By using these standards, we will enable them to succeed and prepare for college and career. Intense professional development will ensure that all teachers of all grades know the standards for their grade level as well as the standards for the previous and future grades. As a result of this intensive professional development we will ensure that we implement the standards so that all students are prepared and ready for the next grade and the future.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- 1) An analysis of data by the SLT indicated that 32% of students in grades 3, 4, and 5 scored on or above level on the 2009-2010 ELA test. By June 2011, there will be an increase of 20% in the number of students in grades 4 and 5 who will show more than a year of progress as measured by the NYS ELA test.
- 2) An analysis of data by the SLT indicated that 57.8% of students in grades 3, 4, and 5 scored on or above level on the 2009-2010 math test. By June 2011, there will be an increase of 20% in the number of students in grades 4 and 5 who will show more than a year of progress as measured by the NYS Math test.
- 3) An analysis of data by the SLT indicated that 89 % of the 4th grade students performed on or above grade level on the 2009-2010 science test. Our goal is by June 2011, 100 % of the 4th grade students will achieve a level 3 or 4 on the NYS science test.
- 4) An analysis of data by the SLT indicated that there could be more parental involvement. It was determined that more than 80% of the parents come to school on open school night and afternoon, but a smaller number attend the meetings and workshops that are offered by the school. Our goal is by June 2011 we will have an increase of 15% in parent participation at our parent meetings, on our parent committees, and at all school activities including parent workshops.

- 5) **By June 2011, students will demonstrate age/grade appropriate skills and knowledge necessary to participate in a variety of physical activities while recognizing and understanding the different effects of physical activity on the body and its contributions to a healthful lifestyle.. They will develop interpersonal skills and exhibit positive character traits during physical activity, i.e. teamwork and good sportsmanship as well as participating in regular physical exercise.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>An analysis of data by the SLT indicated that 32% of students in grades 3, 4, and 5 performed on or above grade level on the 2009-2010 ELA test. We have decided to focus on the progress and enrichment of all students so that we can enable our students to be able to critically read and comprehend reading material.</p> <p>Consequently, by June 2011, there will be an increase of 20% in the number of students in grades 4 and 5 who will show more than a year of progress as measured by the NYS ELA test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Workshop model in reading and writing - Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)-Sept-June – Professional development provided by the literacy coach to support teachers in class and by co-teaching. • A Balanced Literacy Program will be utilized to develop independent reading and writing strategies- Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR) Professional development on Common Core State

Standards by the literacy coach, Principal and CFN-Sept-June

- Read alouds in and out of the workshop - *Classroom teachers and AIS providers(Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)- Sept-June*
- Continue to use Sadler and Oxford texts for grammar and vocabulary- *Classroom teachers - Sept-June*
- Word Study - *Classroom teachers- Sept-June*
- Introduce a humanities curriculum that will involve literacy, social studies, and a strong technology component where the students will be creating webquests- *Classroom teachers, Christopher Schilling(computer cluster), - Sept-June, Professional development provided by the computer cluster and principal to teachers and students. Teachers also attend offsite PD provided TEQ.*
- Introduce a science and social studies curriculum that will involve literacy, social studies, and a strong technology component where the students will be creating webquests- *Classroom teachers, Christopher Schilling (computer cluster) - Professional development provided by the computer cluster to teachers and students. Sept-June*
- Continued use of Breakthrough to Literacy in PK-K- *Classroom teachers - Sept-June*
- Continued use of Wilson’s Foundation in Gr. K-2- *Classroom teachers - Sept-June*
- Continuation of the Award Reading Program Gr. 1 – *Classroom teachers – Sept-June, Professional development provided by vendor onsite once a month.*
- Implementation of the Award Reading Program in Gr. 2- *Classroom teacher - Sept-June, Professional development provided by vendor onsite once a month.*
- Implementation of Award Reading computerized Program beginning October 2010- *Classroom teachers, Christopher Schilling(computer cluster) Professional development provided by vendor onsite once a month and the computer cluster. Sept-June*
- Continuation of Blueprint for Exceptional Writing and its Checklist - Gr. PK-5 - *Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)-Sept-June*
- Building a community of learners through parental involvement, cooperative curriculum planning, Lab sites that model good teaching practices, and student partnerships driven with accountable talk. Professional development provided by the literacy coach- *How to help your child read? Reading strategies and test taking strategies.*
- Implementation of Smartboard technology (grades 4 and 5) and Smart tables (PK and

	<p>K) - Classroom teachers, Christopher Schilling(computer cluster) - Sept-June</p> <ul style="list-style-type: none"> • Well stocked Classroom Libraries - Classroom teachers, literacy coach - Sept-June • Additional Guided Reading Resource Materials available - Classroom teachers, literacy coach - Sept-June • Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – Blanca Ramirez- Sept-June • Publication of a parent newsletter to inform all parents- Principal, classroom teachers • Provide AIS services to support targeted students in Reading and Writing, Phonemic Awareness, Reading Comprehension, Interactive Writing, Guided Reading, and Accountable Talk - (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)- Sept-June • Extended Day: Students at risk will continue to receive services for 37.5 minutes Monday to Wednesday. Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)-Sept-June, Christopher Schilling(computer cluster) • Introduce a new program “ Targeted reading Intervention” a new program for academic intervention by December 2010 - Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR), Christopher Schilling(computer cluster) Sept-June • Provide enrichment activities during and after school to encourage oral and written expression. i.e. Sing for Hope Drama, Poetry for the Written Word, Harry Potter Book Club- Classroom teachers, AIS providers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding • C4E • Parent Coordinator TL • T-1 SWP • T-1 ARRA • TL IEP Special Ed. • Title III • EGCR • TL CF

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Acuity Assessments – one predictive, two ITA’s – By the second ITA 20% of students will move to tier 4 from tier 3. • Edperformance Assessments – three times a year- By the third administration of Edperformance, 60% of the students will go up at least 50 scale points. • Student Portfolios – one DATED sample of work at the end of each unit • W.R.A.P – By the end of the year students will go up at least 2 reading levels. • ECLAS- 2 – Gr. K-3: late September and May • Breakthrough to Literacy computer generated reports of Mastery PK/K <ul style="list-style-type: none"> • Monthly Review of Blueprint for Exceptional Writing Checklist Gr. PK-5- 80% of the students will achieve all goals for each grade • Periodic assessment on Award Reading • Monthly Review of Writing Samples and Writers’ Notebooks • ELL periodic assessment – By the second ELL periodic assessment students who scored intermediate on the last year’s spring 2010 NYSESLAT will score at the advanced level on the periodic.
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>An analysis of data by the SLT indicated that 57.8% of students in grades 3, 4, and 5 performed on or above grade level on the 2009-2010 math test. We have decided to focus on progress of students and to enable them to go farther with conceptualizing mathematical ideas.</p> <p>Consequently, by June 2011, there will be an increase of 20% in the number of students</p>
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	<p>in grades 4 and 5 who will show more than a year of progress as measured by the NYS math test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Implementation of Everyday Math Program/Math Steps Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)-Sept-June • Workshop Model Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)-Sept-June • Accountable Talk Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)-Sept-June • Mathematics Games- Classroom teachers will incorporate games into the lesson twice a week throughout the year • Word wall- Classroom teachers- Sept-June • Read Alouds of math oriented books -Classroom teachers will read as necessitated by the topic- Sept-June • Math Logs- Classroom teachers- Sept-June • STEM (Science, Technology, Engineering and Mathematics Grant) – Grade 5 Classroom teachers • Mind Research math program- Professional Development provided by Program expert to P.S. 18 every other month to support the teachers, discuss data, and plan for instruction. • Learning through Inquiry using manipulatives- Classroom teachers - Sept-June • Provide AIS services to support targeted students in Mathematics, specifically Problem Solving, Computational Skills, Mathematics Vocabulary, Lifelong Skills, Interactive Writing, and Accountable Talk, in small group settings will be supported by ELL, Resource Room, and AIS teachers. Sept-June • The ESL teacher will introduce, as well as review mathematics curriculum topics with targeted ELL students in consultation with the Classroom teacher. Sept-June • Extended Day: Students at risk will continue to receive services for 37.5 minutes before school. Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Maritza Aviles, Josephine Tramparulo Avinash Pancholi, Kimani Brown(ATR) Lana Spencer(ATR)-Sept-June, Christopher Schilling(computer cluster)

	<ul style="list-style-type: none"> • Enrichment: From February to April provide activities after school to encourage mathematical thinking. i.e. small group work, math games, chess 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding • Contract for Excellence • Parent Coordinator TL • Title I School Wide • TL IEP Special Ed. • EGCR 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Made Assessments (ongoing)- Students who performed at level 3 or above on previous state math assessments will show steady progress on challenge/extra credit questions. • Student Portfolios/student notebooks- 100% of the student notebooks will show work and thinking in acquiring knowledge for the topic • Class EDM Skills end-of-units assessment folders- monthly(ongoing)- 80% of the students will demonstrate mastery of the required concepts • Acuity Assessments – By the second ITA 20% of students will move to tier 4 from tier 3. • Edperformance Assessments – three times a year- By the third administration of Edperformance, 60% of the students will go up at least 50 scale points. • K-2 E-CAM ASSESSMENT- Students will show an improvement of at least 3 levels per grade. 	

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>An analysis of data by the SLT indicated that 89 % of the 4th grade students in the school performed on or above grade level on the 2009-2010 test.</p> <p>Our goal is by June 2011, 100 % of the 4th grade students will achieve a level 3 or 4 on the NYS science test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Build stronger Science and knowledge and vocabulary - PK-2 through hands-on discovery, experimentation, and investigation. Classroom teachers - Sept-June • Provide students with opportunities to explore through inquiry-based and project-based instruction – Classroom teachers - Sept-June • Teachers of grade 4 will supplement scientific instruction through computer software using the internet for information and sources • Hands-on activities – Classroom teachers- Sept-June • Writing in the content area - Classroom teachers- Sept-June • Journal Writing and reflection- Classroom teachers- Sept-June • Accountable Talk- Classroom teachers- Sept-June • Use scientific language and vocabulary and science word wall- Classroom teachers- Sept-June • Class Trips and scientific expeditions - aligned with curriculum and instruction • Provide AIS services to support targeted students in Science as identified by the Grade 4 New York State Science test and Teacher Assessment across the grades. ELL and AIS teachers will support Science Skills and Accountable Talk in small group settings. • Supplement scientific instruction through collaboration with public and private

	<p>agencies such as the OmniLearn Scientific Laboratory Inc.</p> <ul style="list-style-type: none"> • Professional development by Omnilearn Scientific Laboratory staff • Foss science units and kits • STEM (Science, Technology, Engineering and Mathematics Grant) – Gr. 4 • Humanities/interdisciplinary Initiative – Gr. 5 • Develop science Webquests with links to age-appropriate websites to integrate technology into science instruction and excite students about recent scientific developments in fields like medical research and space exploration. <i>Classroom teachers, Christopher Schilling (Computer Cluster)- Sept-June</i> • Non-Fiction Reading - <i>Classroom teachers- Sept-June</i> • Increase the number of non fiction trade books relating to science and social studies topics in Classroom libraries- <i>Literacy coach, Principal and Assistant Principal (ATR)</i>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding • C4E • Parent Coordinator TL • Title I School Wide • TL IEP Special Ed. • EGCR
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evidence of reading comprehension using content knowledge • New York State 4th Grade Science Test Results – at least 100% of the students will achieve at least a level 3 or above • Evidence of content knowledge through ongoing review of students' Science notebooks- 100% of the student notebooks will show work and thinking in acquiring knowledge for the designated topic • Teacher-made unit assessments: students who performed at level 3 or above on previous state science assessment will show steady progress on challenge/extra credit questions.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **PARENT AND COMMUNITY ENGAGEMENT**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> 1. An analysis of data by the SLT indicated that there could be more parental involvement. It was determined that more than 80% of the parents come to school on open school night and afternoon, but a smaller number attend the meetings and workshops that are offered by the school. Our goal is by June 2011, we will have an increase of 15% in parent participation at our parent meetings, on our parent committees, and at all school activities including parent workshops. 2. Another goal is that by June 2011, 75% of the families will have accessed ARIS parent link.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will continue the following actions and strategies while developing new ones:</p> <ul style="list-style-type: none"> • Parent coordinator will ensure that parent newsletter in English and Spanish will continue to be sent home monthly with an overview of projects, school policies, celebrations and announcements both past and upcoming. <i>Blanca Ramirez - Sept-June</i> • The school will continue to vigorously promote the initiative to encourage parents to access ARIS data regarding the academic progress of their children. As of June 2010, 70 families have accessed ARIS through the ARIS parent link. Parent notices will continue to be sent home in English and Spanish. <i>Blanca Ramirez, Frances Michalakos</i> • Monthly calendar will continue to be sent home with students- <i>Principal</i> • A “parent-friendly” easy-to-read staff directory will be sent home – <i>Principal, Blanca Ramirez (parent coordinator)</i> • A new bulletin board dedicated to parent announcements will be displayed. <i>Principal, Blanca Ramirez (parent coordinator)</i> • A survey of parent interest will continue to be developed and sent home in English and

Spanish- *Principal, Blanca Ramirez (parent coordinator), School Leadership Team*

- **Parents on the School Leadership Team will continue their involvement in making important decisions concerning the school instructional plan (CEP) and the allocation of resources to support it.**
- **Parents will continue being provided with opportunities to participate in Learning Leaders of NY.**
- **Parents will continue the relatively high level of participation on class trips.**
- **An expanded menu of workshops will continue to inform parents within the context of hands-on activities and to familiarize them with:**
 - * Classroom routines and rituals
 - * Homework
 - * Test taking readiness and strategies
 - * Curriculum
 - * From Stress to Success by Sylvan Learning
 - * Asthma – by Woodhull Hospital Asthma Clinic
 - * Nutrition – by Parent Empowerment
 - * Conflict Resolution – by Conflict Reso for Safer Schools and Communities

Principal, Blanca Ramirez (parent coordinator)

- **Community speakers will be guests at Parent Involvement workshops. *Principal, Blanca Ramirez (parent coordinator)***
- **More Saturday Workshops will be presented by consultants and CBOs, based on availability of funding**
- **Parents will continue to be invited to informal and formal school events and celebrations (publishing parties, graduations, awards assemblies, etc.). *Principal, Blanca Ramirez (parent coordinator), Classroom Teachers***
- **All letters and notices to parents will continue to be translated into Spanish.**
- **Parents will continue to be invited to school festivals.**
- **More drawings for door prizes will be held at school meetings for parents. *Principal, Blanca Ramirez (parent coordinator)***
- **Refreshments for parents will continue to be provided at all school meetings.**

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> 1. Community-based Organizations 2. Community Educational Council 3. Fair Student Funding 4. Title I 5. Title III 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance sheets - 15% increase • Surveys - increase the response from 61% by at least 15% • Informal conversations 	

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

FITNESS AND PHYSICAL

Subject/Area (where relevant): EDUCATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students will</p> <ol style="list-style-type: none"> 1. Demonstrate age/grade appropriate skills and knowledge necessary to participate in a variety of physical activities 2. Understands the benefits of physical activity on the body and its contributions to a healthful lifestyle. 3. Develop interpersonal skills and exhibit positive character traits during physical activity, i.e. teamwork and good sportsmanship 4. Participate regularly in physical exercise.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will participate in a variety of age-appropriate lessons and activities that will promote understanding of the importance of physical activity, good nutrition and positive life choices. <i>Maritza Aviles, Classroom teachers, Sept-June</i> • Through Physical Best activities, Sparks, and Move-to-Improve program, students learn and engage in activities which promote movement, motor and manipulative skills, as well as health related fitness. Professional development provided by Physical Best <i>Maritza Aviles, Classroom teachers, Sept-June</i>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Fair Student Funding • EGCR

Indicators of Interim Progress and/or Accomplishment

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

- **Team sports**
- **Exhibitions/Field Day**
- **Fitnessgram assessments**
- **Teacher observation**

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular Classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	11	11	11	11				
1	23	23	23	23	1	1		4
2	28	28	28	28	9		2	0
3	13	13	13	13	2		1	4
4	34	34	34	34	5	1	2	6
5	19	19	19	19	7	1	1	1
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction during the school day and during extended-time. One on one instruction during the school day and during extended-time. Guided Reading Instruction, Breakthrough through Literacy, Targeted Reading Intervention and Lexia Programs
Mathematics:	On Wednesdays, the extended-time focus is Math. Small group and 1:1 during extended-time and during the school day. Guided mathematics lessons and Targeted Math Intervention Program
Science:	Small group instruction: reading in the content area. Third and Fourth grades receive intensive instruction once a week. Kaplan Series, Foss Science, Harcourt Science Programs
Social Studies:	Small group instruction: reading in the content area.
At-risk Services Provided by the Guidance Counselor:	Small group and 1:1 counseling for non-mandated students based on ongoing and/or temporary need
At-risk Services Provided by the School Psychologist:	Small group and 1:1 counseling for non-mandated students based on ongoing and/or temporary need
At-risk Services Provided by the Social Worker:	Small group and 1:1 counseling for non-mandated students based on ongoing and/or temporary need
At-risk Health-related Services:	Open Airways for students suffering from asthma in grades 2-5. This service is provided by our school nurse in eight-week cycles.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 40 LEP 7 (former ELLs) Non-LEP

Number of Teachers 1 Other Staff (Specify) None

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program –

P.S. 18’s Title III, Part A program for limited English proficient (LEP) students will provide a number of after school programs for LEP students in Grades k-5 and their families. The programs and rationales are:
2010-2011

1) An after school program in computer-aided reading improvement using the software program Lexia for LEP students in Grades K-5. Teacher will track individual student progress in the program.

Program schedule and duration: All programs run are running concurrently 1X a weekly for 30 weeks on different days.

Language of instruction: English

Service provider and qualifications: A Classroom teacher or ESL teacher on P.S. 18's teaching staff certified in Elementary Education and/or ESL strategies with a proven track record of improving performance of ELLs in Grades K-5.

Rationale: Data analysis shows that P.S. 18 LEP students need to improve their reading skills. Lexia is a research-based program proven to be effective with LEP and other struggling readers. The What Works Clearinghouse, which rates instructional programs, describes Lexia as "effective." In addition, a significant number of P.S. 18 students who worked consistently with the Lexia program last year improved their scores on standardized tests and the NYSESLAT.

2) An after school literacy and drama program for LEP students and selected non-LEP students in Grades 2-5 conducted by a professional arts provider.

Program schedule and duration: All programs run are running concurrently 1X a weekly for 30 weeks on different days..

Language of instruction: English

Service provider and qualifications: P.S. 18 is planning to expand their already existing partnership with **Sing for Hope**. We will now have a new drama program for ELL, which regularly attracts large numbers of students in Grades 2-5. This new program provided by **Sing for Hope** employs theater techniques to enrich literary skills. Students participate in imaginative theater exercises and use material from their daily lives to develop short sketches, plays, raps and songs. Language of instruction is English. The program builds language skills through text re-presentation, schema building and engagement (Walqui, *Sheltered Instruction*, 1993). It will culminate in a production presented to parents and classmates.

Two P.S. 18 Classroom and/or ESL teachers will also participate in the program, learning strategies and overseeing the Classrooms during the after school program, as required by the New York City Department of Education.

Rationale These programs for students have been very successful in providing additional opportunities for ELL students in Grades 1-5 to participate in language acquisition instruction and opportunities through hands-on activities involving songs, rhymes, poetry and writing. The language of instruction is English. The program is designed to allow young children to learn English in a low-anxiety setting, the best environment for second-language acquisition

Professional Development Program –Title III funds will be used for professional development programs offered by a Children's First Network ELL Instructional Specialist.

Through the Omnilearn Corporation, P.S. 18 plans to provide Professional Development in hands-on, inquiry based instruction, with special emphasis on strategies for teaching LEP students in Grades K-2. Omnilearn is a provider approved by the New York City Department of Education for developing teachers' skills in science content literacy, inquiry techniques, and set-up of Classroom labs. Six Professional Development sessions for 7 teachers (6 Classroom teachers, a special education teacher of kindergarten and an ESL teacher) would be provided, each lasting for 2 Classroom periods.

Section III. Title III Budget

School: 018 BEDS Code: 331400010018

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries - Per session	\$6,494	After School Literacy and Enrichment Gr. K-5 – per session 5 teachers Gr. K – 30 sessions – Little Leaps ESL –Early Childhood Gr. 1-2 30 sessions - Lexia Primary Reading After School Gr. 3-5 30 sessions – Lexia Primary Reading After School Gr. 1-2 30 sessions After School Math Basic Skills Enrichment Gr. 3-5 30 sessions After School Math Basic Skills Enrichment 150 - 1 hr. sessions at \$43.29 per hour = \$6494.00
Purchased services - High quality staff and curriculum development contracts.	\$5,000	Sing for Hope (Storytelling and playwriting) After School Enrichment Program- Gr. 3-5 10 sessions at 500.00 per session = \$5000

Supplies and materials	\$1,500	Books, videos and supplies for ESL for Parents and Afterschool enrichment for students TOTAL SUPPLIES: \$1500.00
Support Staff Salaries	\$1,299	Bilingual Guidance counselor for before and after school counseling 30 sessions at \$43.29 per hour = \$1299.00
Travel Expenses	\$500.00	Parent Trips to Sing for Hope performances involving ESL students
Indirect Cost	\$207.00	
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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.

As required by state mandates, P.S. 18 requires all students of newly enrolled students to fill out a Home Language Information Survey. In addition, P.S. 18 annually conducts Classroom surveys to find out whether families prefer to receive school memos and letters in English or Spanish (the only other home language of our students, according to the Home Language Information Surveys).

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.

Results for 2009-10, according to survey results: 139 families prefer written communications in English; 79 prefer them in Spanish. With 36% of the school's families preferring Spanish, the need for written translation and oral interpretation is clear. These findings were reported to parents at a School Leadership Team meeting.

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.

P.S. 18, as in previous years, will provide translation into Spanish of all written school communications, including notices, memos, parent newsletters, calendars, behavior codes and notes to parents. Translation will be provided by the parent coordinator, who is fluent in Spanish.

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.
 - a. Oral interpretation is provided at Parent-Teacher conferences, in phone calls to parents about student concerns, at orientations for newly enrolled ELL students, at parent workshops, and on an everyday basis. The main provider of this service is the school's Parent Coordinator, assisted on occasion by the bilingual social worker, and the bilingual school psychologist .
 - b. Notices of the availability of translation and interpretation services are posted prominently at the school's main entrance in English and Spanish.

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>.

Notices of the availability of translation and interpretation services are posted prominently at the school's main entrance in English and Spanish.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$189,634	\$41,500	\$231,134
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,896.34	\$415	\$2,311.34
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9481.70	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$18,963.40	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **98%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year

Teachers attend college courses and PD with CFN, literacy coach, and principal

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - o See All Action Plans
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Meet the educational needs by increasing the amount and quality of learning time, such as before- and after-school
 - o Extended-time for students performing on Levels 1-2 – Enrichment-extended-time for students performing on Levels 3-4 Monday through Thursday
 - o Help provide an enriched and accelerated curriculum. – See above

- One ESL Teacher: servicing ELLs
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State common core standards. These programs may include counseling, pupil services, and AIS services.
- Structured academic intervention program with monthly monitoring of students designated “at risk.” At risk counseling by social worker and school psychologist.

2. Instruction by highly qualified staff. 98% Highly-qualified Teachers

3. Schoolwide reform strategies that:

Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school day for level 1 and 2 students, before- and after-school
- Help provide an enriched and accelerated curriculum for students who achieved a level 3 and 4.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State common core standards and are members of the target population of any program that is included in the Schoolwide Program.

4. Instruction by highly qualified staff.

All professional development turn-keyed by grade K-2 and grade 3-5 teacher leaders

5. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- in-house by administration, coach, teacher-leaders,
- consultants
- CFN instructional specialists
- city-wide via Protraxx

6. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A

7. Strategies to increase parental involvement through means such as family literacy services.
 - Two workshops presented each month: one academic and one health concerns, i.e. Asthma, H1N1, Woodhull Hospital Services, etc.
 - In addition, specialized parent meetings focusing on Title I, Pre-K, ESL, Grade 5

8. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - The parent coordinator talks to parents of Pre-k students
 - Pre-k teachers go Head Start to speak to the staff director and parents
 - Parents are invited to come in with their children
 - There are staggered groups of parent orientation

9. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Teacher leaders
 - Inquiry and sub-inquiry teams
 - School Leadership Team
 - Requests for proposals

10. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - Students are monitored by their teachers through formal and informal observations as well as various formative tests. Their scores on tests such as the predictive, ITA, WRAP, writing, and state tests are analyzed.
 - At that time, the teachers and administration designate an AIS member to work with the students so that they can master grade level work
 - Teachers meet and discuss the results as well as the next steps
 - AIS providers must document the materials and strategies they are using to move the students forward within an 8-week cycle

11. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- Anti-bullying curriculum
 - Peer mediation
 - Healthy Eating/Healthy Living

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$189,634	✓	15-30

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (ARRA)	Federal	✓			\$41,500	✓	15-30
Title II, Part A	Federal	✓			\$22,926	✓	15-30
Title III, Part A	Federal						
Title IV	Federal						15-30
IDEA	Federal	✓			\$48,984		15-30
Tax Levy	Local	✓			\$839,607		15-30

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 2
2. Please describe the services you are planning to provide to the STH population.
 - Morning Tutoring 7:52-8:30**
 - Two full school meals**
 - Metro Cards**
 - Counseling**
 - St. Nicholas After School 3:00-6:00 pm w/homework help 3:00-4:00 pm**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

Title I Parent Involvement Policy

1. The Edward Bush School for Leadership ~ P.S. 18 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - *Involve Parents in the School Leadership Team*
 - *Involve more parents in the PTA decision-making process*
 - *Involve Parents in workshop for Learning Environment Survey*

2. Edward Bush School for Leadership ~ P.S. 18 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - *Discuss with the School Leadership Team (4 or more parent members)*
 - *Discuss at PTA Meetings*
 - *Develop a parent survey*
 - *Review each September*

3. Edward Bush School for Leadership ~ P.S. 18 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

ACTION PLAN

Bi-Monthly Parent Workshops, during the school day and evenings that focus on Early Childhood:

- Development,
- Social-emotional concerns and issues, i.e., separation anxiety,
- Importance of consistent attendance and punctuality, health issues,
- Outreach to Community-based EC Programs to include their parents in our workshops.

Parents as Teachers

- Reading and math readiness, and strategies parents can utilize at home,
- Hands-on Math and Science, i.e., Kitchen Science, Supermarket Math,

In addition, we will expand our Parent Volunteer Program by inviting parents to participate in Learning Leaders.

Information about all of the above will be advertised in the bi-monthly Parent Newsletter Written by the principal with parent input, and event-focused flyers sent home with students and to the other community-based EC Programs.

4. **Edward Bush School for Leadership ~ P.S. 18** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

ACTION PLAN:

- In September, parent vacancies on the School Leadership Team will be advertised schoolwide.
 - The Parent Coordinator and the parent sub-committee of the SLT will distribute, Parent Survey developed by the School Leadership Team and distributed to parents twice a year: February and June.
5. **Edward Bush School for Leadership ~ P.S. 18** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.

ACTION PLAN

- Parent Workshops for Grades K-5 will be provided by staff and consultants on content standards
- What does the Grading Rubric: 1, 2, 3 and 4 mean? What does the student work on each level look like?
- What are the Promotional Criteria/Standards for each Grade
- What parents need to do to help their child/ren be successful in school and meet Promotional Standards
- What questions should parents ask their child/ren's teachers about student work and instruction
- Parent will be notified of, and recruited for, off-site workshops, conferences and/or classes that focus on any of the aforementioned;

- Materials, i.e., books, hands-on materials for math and science will be purchased by the school as needed.
- b. Edward Bush School for Leadership ~ P.S. 18 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

ACTION PLAN

As part of the Parent Survey developed by the School Leadership Team and distributed to parents three-times per year: September, February and June, the survey will include a list of workshops in which parents may have interest. In addition, space will be provided for parents to write in additional topics of interest, i.e. ESL. Workshops on literacy, oral language development, the importance of phonemic awareness, read-alouds, using technology, Everyday Math, state and citywide assessments, Magnet Focus, etc., will be provided by school and/or Regional staff. Additionally parents will be invited to participate in ongoing workshops with academic consultant programs working with the students and teachers, i.e., Brooklyn Center for the Urban Environment.

- c. Edward Bush School for Leadership ~ P.S. 18 will, with the assistance of the Region and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

ACTION PLAN

As a collaborative Team the staff and community will foster beneficial interactions in the following ways:

- Overall School Tone and Talk
- Respect each child and parent as an individual, and celebrate growth, as well as support needed areas;
- Respectful and non-condescending interactions with parents
- Professional development provided for teachers and staff that focus on:
 - Academic Intervention
 - Differentiated Instruction
 - Referral Process (When applicable)
 - Responsive Classrooms
- d. Edward Bush School for Leadership ~ P.S. 18 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage

participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

ACTION PLAN

- Outreach to Community-based EC Programs to include their parents in our workshops.
- Parents will be notified of, and recruited for, off-site workshops, conferences and/or classes that focus on any of the aforementioned;
- e. **Edward Bush School for Leadership ~ P.S. 18** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

ACTION PLAN

Information about all of the above will be advertised in the Bi-MONTHLY PARENT NEWSLETTER, written by the principal with parent input, and by event-focused flyers sent home with students, and to the other community-based EC Programs, in both English and Spanish.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Blanca Ramirez, Parent Coordinator, Diana Azcona, PTA Pres. 2008-2009 & parent of a Title I student, and Elizabeth Rios, PTA Vice President and parent of a Title I student..

This policy will be adopted by **Edward Bush School for Leadership ~ P.S. 18** and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I Part A children the first week of January 2, 2009 of each year until 2012. Thereafter, a new policy will be drafted.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 018 Edward Bush					
District:	14	DBN:	14K018	School		331400010018

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	17	16	18		92.5	94.1	93.4
Kindergarten	31	36	37				
Grade 1	29	30	37	Student Stability - % of Enrollment:			
Grade 2	45	26	29	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	34	41	20		89.9	93.0	94.0
Grade 4	35	36	44	Poverty Rate - % of Enrollment:			
Grade 5	55	34	35	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		82.3	95.9	87.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		4	15	6
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	3	0
Ungraded	0	0	1				
Total	246	219	221				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	6	5
# in Collaborative Team Teaching (CTT) Classes	0	6	11	Superintendent Suspensions	2	1	0
Number all others	7	12	21				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	52	44	TBD	Number of Teachers	23	22	24
# ELLs with IEPs	0	4	TBD	Number of Administrators and Other Professionals	2	2	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	91.3	90.9	79.2
				% more than 5 years teaching anywhere	52.2	81.8	95.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	100.0	95.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	20.3	16.4	17.6				
Hispanic or Latino	76.4	79.0	81.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	2.4	3.2	1.4				
Male	45.1	44.3	47.1				
Female	54.9	55.7	52.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					WD
Overall Score:	52.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	7	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	34.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 304	District 14	School Number 018	School Name Edward Bush Magnet
Principal Karen Ford		Assistant Principal N/A	
Coach Frances Michalakos Lit. Coach		Coach	
Teacher/Subject Area Avinash Pancholi ESL Teacher		Guidance Counselor Katherine Etkins	
Teacher/Subject Area Josephine Tramparulo		Parent Maria Simon	
Teacher/Subject Area		Parent Coordinator Blanca Ramirez	
Related Service Provider Paula Vaughan AIS Leader		Other type here	
Network Leader Lucille Lewis		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	221	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	15.84%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

All parents registering their children in P.S. 18 are administered the Home Language Information Survey (HLIS) in Spanish or English, depending on the parent's preference. The certified ESL teacher administers the survey. The ESL teacher uses the interpretation services of the bilingual parent coordinator when necessary. The ESL teacher reviews the answers to determine whether the student is eligible for testing. If so, the LAB-R and Spanish LAB --- the home language of all ELLs at P.S. 18 is Spanish -- are administered to the student within 10 days of enrollment. The LAB tests are promptly hand-scored, then delivered to a pick-up site for machine scoring. For students who have not obtained a passing grade on the LAB-R, the ESL teacher evaluates the student and determines eligibility for ELL services.

For students transferring to P.S. 18 from other New York schools, the ESL teacher immediately reviews student records on ATS and ARIS to determine if the student has already been found eligible for ELL services. Hence, the school does not have to wait for cumulative paper files to arrive before scheduling the student for services. When the cumulative file does arrive, the ESL teacher reviews it to check that the HLIS is in the file. If the student has completed a year of schooling at another school in New York City, ATS and ARIS are consulted for the student's NYSESLAT score and level, and this information is shared with classroom teachers. For students who attended schools in New York State but outside the city, ATS and ARIS may not indicate the NYSESLAT score; in that case, the ESL teacher contacts the school by phone or in writing to have ELL records forwarded to P.S. 18.

The NYSESLAT is administered each year to all ELLs in the building. The testing coordinator, principal, ESL teacher and all others involved in the LAP team plan for testing well in advance, ensuring that all students are tested under appropriate test conditions. Parents are sent letters informing them of test dates in English and Spanish, accompanied by a brochure describing the test. Results of the NYSESLAT are reviewed as soon as available, and parents are sent letters advising them of continuation of services. Parents of students who have achieved the score of Proficient and hence exiting the ELL program are also informed.

For new ELL students, P.S. 18 makes a concerted effort to inform parents of the program choices available in New York City, the locations of the available programs, and the differences among the programs. As soon as new ELL students are identified, their parents are sent a letter in English and the home language inviting them to an Orientation for Parents of New ELLs where the programs are described in detail, a video produced by the New York City Department of Education is viewed, and questions are invited. The meeting is hosted by the ESL teacher and the parent coordinator, and is conducted mostly in Spanish, the home language of all of P.S. 18's ELLs. The parent survey is distributed at the end of the meeting, and parents are invited to choose a program. Parents who cannot attend the meeting are invited to discuss the choices personally with the parent coordinator or the ESL teacher. The ESL teacher makes sure that all parents of new ELLs make informed choices and fill out the survey.

For the past seven years, parents of new ELLs have overwhelmingly chosen ESL as their program of choice. In the school year 2009-2010 of 9 parents who made selections, 8 identified ESL as their first-choice program, and 1 selected transitional bilingual program. The percentages for 2008-09 and 2009-10 were nearly the same. Of the handful of parents who in recent years have listed dual-language all have declined transfers to other schools. Since 2004, no parent has sought a transfer to another school on the basis of ELL program. At times members of the LAP team have discussed the possibility of implementing a dual language program, but given the smallness of the school, which has only two classes on each grade from K-5, the certifications of its teaching staff, and the inauguration in 2009-2010 of a CTT class, such a program does not currently seem feasible. At any rate, many parents not only list ESL as their first choice on the survey, but they also voice their strong preference for ESL at parent workshops and in parent-teacher conferences with the ESL teachers.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6	6	6	4	7	6								35
Total	6	6	6	4	7	6	0	0	0	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	25	Special Education
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years) 4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	25			6			4			35
Total	25	0	0	6	0	0	4	0	0	35

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	6	6	4	7	6								35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	6	6	4	7	6	0	35						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. The ESL Instructional Delivery model utilized is 75% push-in to work side-by-side with the student, and 25% pull-out to provide additional time-on-tasks, and the ESL teacher and classroom teacher regularly conference to ensure consistency.
2. ESL teacher's schedule is designed in a manner to ensure that each of our ELLs receive required minutes of instruction per his/her level of proficiency in LAB-R and/or NYSESLAT.
3. All the content area instruction is in English.
4. a. & b. Context-embedded material and manipulatives are used extensively for SIFE, new comers and those ELLs who need additional assistance in understanding and developing basic English. This also helps them understand grasp new words and concepts in content areas such as math, science and social studies. Newcomers taking standardized tests are provided extensive training in test taking strategies. Test preps and strategies including following directions, responding to questions and transferring them on to an answer grid are incorporated in the lessons. As the year progresses, the newcomers are gradually exposed to ideas and concepts more through verbal and written clues so

as to minimize their dependence on concrete objects and visuals. This in turn helps them continue to learn outside school as our goal is to make them independent, life-long learners who can apply their skills for higher studies and real life situations.

4. c., d. & e. PS 18 has 6 ELLs who have been receiving ESL services for 4-6 years and 4 long-term ELLs who have completed 6 years. These 10 ELLs need extra support in writing sub-area of language development and application. Interventions being implemented for providing additional academic support to these ELLs include: (a) A small group Extended-time tutoring three times a week from 7:52 to 8:30a.m.; (b) A small group and/or 1-to-1 instruction in subject areas where the assistance is most needed for language application during pull-out/push-in by the ESL teacher using a variety of ESL strategies, multiple intelligence; (c) Applying the Cognitive Academic Language Learning Approach (CALLA) appropriate to the student interest/s and grade level to improve their writing mechanics including spelling, grammar and usage and help improve sentence structure skills by step-by-step process writing using workshop model; (d) Being in standardized test-taking grades, these ELLs will be provided additional help in small group sessions to help understand and apply academic language embedded in content areas such as math, science and the NYSESLAT writing sub-area. (e) Periodic informal assessments of skills learned and not yet mastered will be performed by the ESL teacher and Academic Support Intervention teachers to evaluate their academic growth; (f) If any additional support is needed, a special meeting with their parents will be convened and with the parent consent the school will provide services required.

Usually, it is the ESL teacher who finds about a particular concern or a need a new ELL may have while administering LAB-R test in the beginning of the school year. The ESL teacher promptly holds a conference with the classroom teacher of the student to briefly discuss student's needs and/or teacher concerns. During these meetings both teacher come up with strategies and materials to provide support for the student.

All appropriate teachers are involved in providing support the ELLs. If student is struggling, the ESL Teacher presents the case study of the student at the monthly Academic Intervention Services (AIS) team meeting. The team discusses student work samples documenting the need/concern, and a plan of action is developed for the ELL in question.

If the ELL needs an additional support in a particular area of study, an academic plan specifying strategies to help the student is suggested and both the ESL and A.I.S. provider adheres to the Instructional plan, and monitors progress. Depending on the need/concern of the student other professionals may be invited to contribute to the plan, and a parent conference is made with the ESL and classroom teacher.

If the student is exhibiting physical difficulties or delays, and in need to speech, hearing service, or has a physical delay, it is discussed with the parent as to what services may be needed to support the student. If the is a social-emotional need/concern the child receives 'at risk' counseling, in group and/or one-to-one, and their progress is monitored.

If student continues to struggle and cannot perform on approaching grade level, a parent conference is convened by the principal to discuss the concern/need of the ELL. Those invited to the conference may include classroom teacher, ESL service provider, and other members of AIS team and guidance counselor, if necessary.

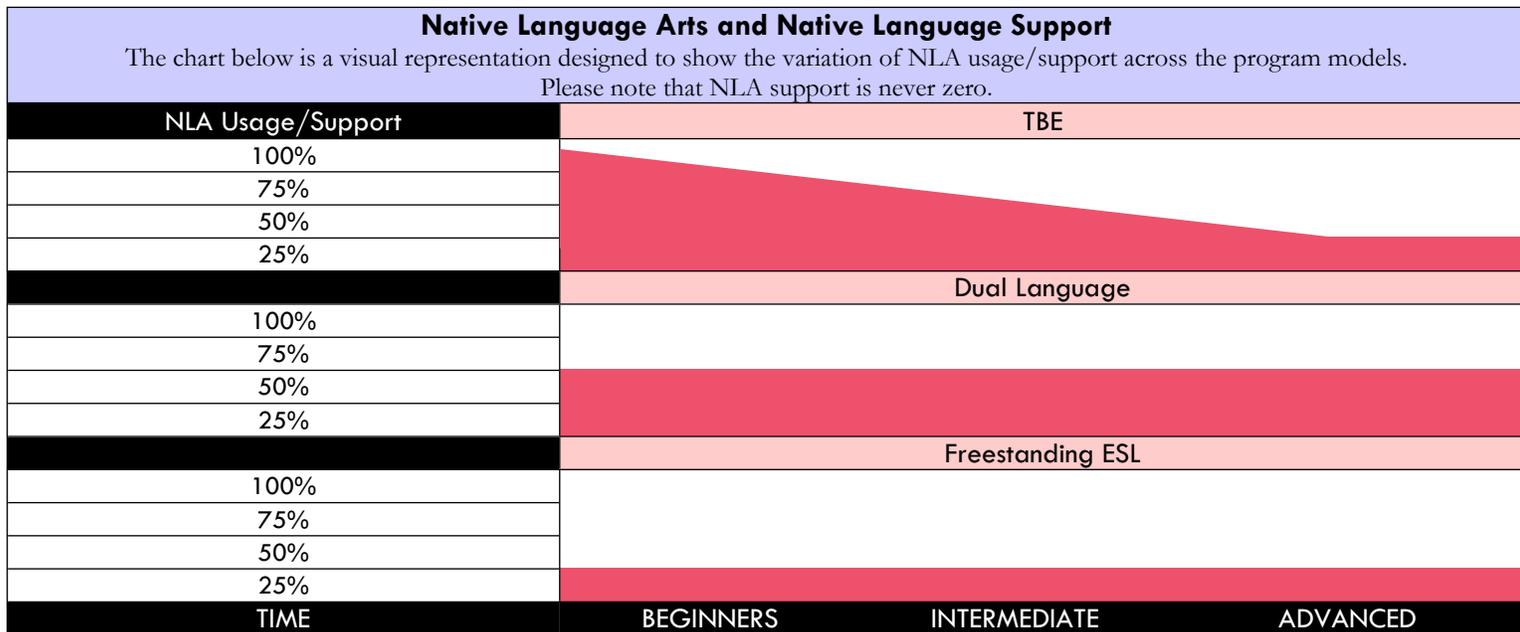
Subsequently, if more support is needed, with parent/s in agreement (Letter of Request), a referral is generated by the SBST to follow up the case. Based on the evaluation outcome, an EPC (Educational Planning Conference) is convened with the input from the parents, SBST, ESL and classroom teachers.

Parents are invited to discuss and share the plan and seek their consent to authorize the school to implement the plan to provide proper services to the ELL. If the parents agree, then the ELL is promptly provided the necessary services by the appropriate provider, as well as to continue with ESL services.

In sum, the instructional delivery at PS 18 is learner-centered. The school is making every effort to tailor instruction and activities to meet the needs of its students, with an added attention being paid to the ELL population. With a variety of academic enrichment we provide, every child who comes to our school has an opportunity to learn and grow.

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

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



B. Programming and Scheduling Information--Continued

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

P.S. 18 follows a push-in model. The ESL teacher collaborates with classroom teachers to produce a schedule of push-in instruction that allows students to receive the state-mandated hours of service for their level. The ESL teacher serves the grades, K-5. The ESL teacher pushes into classrooms during literacy periods, such as reading and writing workshop, and also provide support in the content areas. Because one classroom may include some ELLs on the beginner or intermediate level and others on the advanced level, the ESL teacher schedules the hours of service for each student accordingly.

Instruction is data-driven. ESL teacher is familiar not only with the ELLs' performance on ESL tests – LAB-R, Spanish LAB, NYSESLAT and periodic ELL assessments – but also with their results on all standardized and teacher-designed assessments. The ESL teacher takes materials and books to the classroom and leaves other materials in the classrooms for the purpose of addressing the ELLs' needs with specific instruction. Each classroom teacher provides a special table in the classroom for the ESL teacher and other service providers.

To make content area instruction comprehensible for ELLs, the ESL teacher has worked with the principal and classroom teachers to stock classrooms with trade books and reference books with photos and other graphics for the scaffolding of instruction. Graphic organizers, videos and manipulatives are also used.

Instruction is differentiated for ESL subgroups. For newcomers in their first year of the ELL program, the ESL teacher uses picture books, flannel boards, rhymes and songs for student in early childhood grades. For other newcomers in their second or third year of ESL instruction, there is a focus on direct instruction in grammar and vocabulary, and word study is tailored to the particular needs of the ELL. At the same time, the newcomer takes pieces through the writing process, from concept to entry to draft to published piece. He also participates in independent reading, book clubs and interactive read-alouds. For longer term ELLs in years four and five of service, the ESL teacher analyzes writing for errors and pays close attention to comprehension errors, closely monitoring the results of all interim and predictive assessments and developing instruction accordingly.

For ELLs with IEPs, the ESL teachers consult with resource room and other providers to coordinate instruction.

Title III funds were used for a number of programs including those to promote language development and improve test taking skills of English language learners and for providing a continuing transisitional support to for ELLs who reached proficiency in NYSESLAT in the past two years. The ELLs who tested-out during the past two years are provided all the accommodations as per regulations during all the NY State standardized tests.

These programs included:

1. LEXIA after school program to strengthen reading skills of ELLs and former ELLs in grade 3.
2. Drama after schools for grades 2 and 3 with CUNY Creative Arts Team.
3. After school drama and NYSESLAT test prep for grades 4 and 5.
4. Saturday program in family literacy and Spanish language arts for ELLs and former ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ESL teacher regularly attends Professional Development sessions offered by the Community Learning Support Organization, Brooklyn BETAC (Bilingual Education Technical Assistance Center). The school parent coordinator, who is bilingual, provides guidance to students including ELLs and their parents for a smooth transition from elementary to middle school.

E. Parental Involvement

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

The ESL teacher and the parent coordinator hold meetings with parents of newly admitted ELLs to describe services, distribute the program preference surveys and introduce themselves to the parents, with whom they maintain frequent contact. During Parent-Teacher conferences, the ESL teacher invites parents of ELLs to meet with them as well as classroom teachers.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	2	0	1	0								8
Intermediate(I)	0	3	3	2	2	2								12
Advanced (A)	3	1	1	2	4	4								15
Total	6	6	6	4	7	6	0	0	0	0	0	0	0	35

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

	A	0	0	1	2	4	4						
	P	0	0	1	6	0	2						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	8	1	0	12
4	2	4	0	0	6
5	1	4	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		5		5		1		12
4	1		4		1		0		6
5	0		3		2		0		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		3				6
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1		3				5
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

Each year, NYSESLAT data is compared with ELL student scores on state ELA, math, science and social studies tests. In the past school years, 2008-09 and 2009-10 NYSESLAT data has matched the trend of previous years at P.S. 18: students generally obtain high scores in the listening/speaking modalities, but lower scores in reading and writing. These results drive instruction, with ESL teachers focusing more on reading and writing than aural/oral skills. A variety of ESL strategies including CALLA are utilized to teach writing mechanics and reinforce rigor and promote understanding academic language and using proper sentence structure.

Results of the ELL Periodic Assessments are regularly discussed by the Data Inquiry team. The school has obtained a series of books and listening CDs designed to strengthen the specific skills tested by the Periodic Assessments and the NYSESLAT. Use of these materials will be intensified in the coming years to address students' specific weaknesses.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		