



**Department of  
Education**



**P.S./I.S. 18 PARK TERRACE  
“WHERE ALL CHILDREN CAN LEARN”**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 06M018**

**ADDRESS: 4124 NINTH AVENUE N.Y., N.Y. 10034**

**TELEPHONE: 212-567-4353 FAX: 212-304-1423**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 06M018      **SCHOOL NAME:** P.S./I.S. 18

**SCHOOL ADDRESS:** 4124 Ninth Avenue New York, New York 10034

**SCHOOL TELEPHONE:** 212-567-4353      **FAX:** 212-304-1423

**SCHOOL CONTACT PERSON:** Aurea Porrata-Doria      **EMAIL ADDRESS:** adoria@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Tabitha L. López

**PRINCIPAL, INTERIM ACTING:** Connie Mejía

**UFT CHAPTER LEADER:** Tabitha L. López

**PARENTS' ASSOCIATION PRESIDENT:** Rosa Sandoval

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 06      **CHILDREN FIRST NETWORK (CFN):** 601

**NETWORK LEADER:** Lawrence Block

**SUPERINTENDENT:** Martha Madera

**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
<b>Connie Mejía</b>	*Principal or Designee	
<b>Tabitha L. López</b>	*UFT Chapter Chairperson/SLT Chairperson/Clusters/ Paraprofessionals	
<b>Rosa Sandoval</b>	*Parents Association President	
<b>Glomeri Vasquez</b>	PA Treasurer/Title I Parent Representative ( <i>suggested, for Title I schools</i> )/6-8 grade parents	
<b>Leonel Almonte</b>	UFT Delegate/6-8 gr./Spec. Ed. Teachers	
N/A	Student Representative, if applicable	
<b>Natalie Jackson</b>	SLT Secretary/Funded Teachers, 3-5 Teachers	
<b>Silvia Silver</b>	Teacher/K-2 gr. Teachers	
<b>Cristina Javier</b>	PA member/3-5 gr. parents	
<b>Yadira Fernández</b>	PA member/ K-2 gr. parents & Sp. Ed. parents	
<b>Afortunada Fernández</b>	PA member/6-8 <sup>th</sup> grades	

(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.

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PS/IS 18M is a Kindergarten through grade 8 school located in the Washington Heights-Inwood section of upper Manhattan. We are privileged to serve a population that is primarily Hispanic, many of whom are recent arrivals, and for whom English is a second language.

In order to meet the needs of our largely ELL population, PS/IS 18 instituted a 50/50 dual language program. We began in 2002 with a single Kindergarten class, and continued to "grow" a grade each year. Today we are in full dual language implementation through grade 8. The program provides participants the opportunity to become literate in a second language (English/Spanish) through intense and ongoing immersion.

Children at PS/IS 18M learn all curricular areas through interactive and child centered activities. The curriculum promotes balanced literacy instruction that enhances our students' ability to listen, speak, read, write, and most importantly, think. The school community works as a team and provides comprehensive remedial skills, balanced literacy, social studies, science, math that are implemented to meet individual student needs through multiple intelligence strategies and the principles of learning. The inquiry process and higher order thinking is integrated into all curricular areas. Our arts program exposes students to visual art and music, and is aligned to The Blueprints for the Arts. In addition, computer technology enriches the curriculum.

One major area of concern at PS/IS 18M is the literacy achievement levels of its students, as measured by standardized tests, grades three through eight. As a school identified as SINI year 2, PS/IS 18 is creating an action plan to target all students in the area of English Language Arts through professional development, instructional programs and monitoring of such.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementing effective strategies to address the large number of students lacking basic skills; providing intensive professional development for teachers in strategies to meet the needs of special populations; and implementing effective strategies for meeting the needs of the growing ELL population. It is this data based information that guides our planning.

Academic rigor is fostered and encouraged across the content areas. Active reasoning and higher order thinking strategies are at the center of professional development, as are study groups, planning across the content areas and planning of instruction.

Technology is infused into all curricular areas through the use of classroom computers and a library media center. Students have multiple opportunities to use technology to demonstrate and support their learning. Students apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

At PS/IS 18 we recognize that families and other community members are vital to students' success. To further enhance the school's instructional program, PS/IS 18 has affiliations with two Community Based Organizations. The first, LiteracyInc., conducts parental and community involvement programs. The second, the Washington Heights-Inwood Coalition, provides us with resources to support a variety of after school recreational and academic programs. Supplemental Educational Services are also in place to address our needs in literacy. A continuing priority is a school wide effort to strengthen our home-school relationships. Our parent liaison coordinates workshops, trips and activities designed to help parents promote learning at home.

First and foremost, PS/IS 18 is a school "where all children can learn."

**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					
<b>School Name:</b>	P.S. 018 Park Terrace				
<b>District:</b>	6	<b>DBN #:</b>	06M018	<b>School BEDS Code:</b>	310600010018

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input 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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.7	94.1	TBD		
Kindergarten	30	20	46						
Grade 1	39	35	30	<b>Student Stability: % of Enrollment</b>					
Grade 2	47	35	43	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	47	55	36		89.7	91.7	TBD		
Grade 4	38	49	51						
Grade 5	50	41	47	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	58	55	44	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	60	54	50		87.1	86.3	90.1		
Grade 8	66	47	51						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	36	TBD		
Grade 12	0	0	0						
Ungraded	3	1	4	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	438	392	402		29	25	31		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	12	10	21						
No. in Collaborative Team Teaching (CTT) Classes	6	1	0	Principal Suspensions	28	7	TBD		
Number all others	20	18	21	Superintendent Suspensions	7	5	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	65	206	14	CTE Program Participants	0	0	0
# in Dual Lang. Programs	137	169	187	Early College HS Participants	0	0	0
# receiving ESL services only	19	4	3	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	5	20	(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	36	33	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	12	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	TBD
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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	TBD
American Indian or Alaska Native	0.2	0.3	0.2	Percent more than two years teaching in this school	55.6	63.6	TBD
Black or African American	0.7	0.5	1.2	Percent more than five years teaching anywhere	63.9	51.5	TBD
Hispanic or Latino	97.5	98.0	97.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.5	0.5	Percent Masters Degree or higher	81.0	70.0	TBD
White	0.7	0.8	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	96.9	TBD
<b>Male</b>	48.4	45.4	49.0				
<b>Female</b>	51.6	54.6	51.0				

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 type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</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
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American							
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	-	-	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	4	4	1				

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	100.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<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?
- 

PS IS 18 continues to make positive strides in its efforts to educate students in a dual language model of education (Spanish). This year 2010-2011 will be the first time that the entire population of students will be educated using this model. Our students are thereby spending half their time learning in Spanish and half their time learning in English. Additionally, with many new arrivals and SIFE each year, extra time is spent during extended day or in after school programs to bring them up to par as quickly as possible in both languages. Clearly this model has repercussions as we look at how well they fare compared to other demographically similar schools or New York City as a whole. Particularly in 2009-2010 there were significant recalibrations made to both the New York State ELA and Mathematics tests to negatively impact the results achieved by our school. However, our model is producing students that should function in both languages at a much higher level than most other bilingual students.

### **TRENDS**

PS IS 18's progress report is at a level B due to English Language Arts scores decreasing by 34% in the number of English proficient students. Although our school shows an average proficiency in ELA of about 19% this year, most of the grades in the dual language program were above 25% proficient. The school's last transitional bilingual eighth grade proficiency score negatively impacted the school's average. PSIS 18 had shown a continued increase in proficiency prior to 2010. In 2009 we were approximately 53% proficient, compared to 35% in 2008 and 22% in 2007. PS IS 18 has 85% of its' advanced and proficient NYSESLAT population scoring at level two or higher in ELA. We continue to work diligently with ELLs in their language acquisition skills. None the less, ELA proficiency continues to be an area of challenge and focus for our school which must maintain proficiency in both languages without an increase in the school day. Changes in curriculum due to the new State standards and additional resources added this year are expected to yield increased results.

PS IS 18 continued to do better in mathematics as compared to any other subject matter. Like the rest of NYC its proficiency rate also decreased to levels that are equivalent to 2007. About 41% of the students achieved proficiency. This decrease was mostly due to the changes in the content and structure of the test. Prior to 2010 proficiency had been increasing from 43% in 2007, to 55% in 2008 to 75% in 2009.

In 2009 we installed a new science lab. This allowed us to further focus on increasing student achievement in Science. Last year 38% of our students were proficient as compared to 34%, 28% and 21% in the previous three years. Social Studies followed a similar trend with 35% of all students achieving proficiency as compared to 23%, 18% and 11% the previous three years. This year there is an increased focus in writing across these subject areas which should lend to continuing the growth pattern.

## **CHALLENGES**

This school year we will be facing many challenges. Given the new Common Core State Standards, we will need to align our school's curriculum to ensure increased rigor across the grades. Increasing the rigor will better prepare our students for the challenges ahead including: the changes we observed on the State Tests, the higher calibration of proficiency levels, high school, college, and careers. Budget cuts have forced us to reduce personnel. This impacts our ability to address some of the needs of our students. However, we are currently reorganizing in order to maximize productivity.

The majority of our newly admitted students are also new arrivals to the country. Our intake assessments demonstrate that they are usually two to four years below grade level and also have low literacy skills in their native language. According to ECLASS and EL SOL results, our K-2 students demonstrate weaknesses in both English and Spanish literacy. Thus we need to strengthen and implement a systematic approach that teaches both languages and increases both languages' reading skills. This will include explicit instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension skills. Additionally, the recent expansion of the dual language program to our middle school has created multiple hurdles. We need to address teacher training, curriculum continuity, the balance of materials, and issues with scheduling and space. In November, we had the unexpected retirement of our principal, which created a period of uncertainty.

## **SIGNIFICANT AIDS**

PSIS 18's Title III after school program focuses on long term ELL's specifically increasing proficiency in writing and vocabulary. During the day we have instituted a new comer program called "English Now" to address some of the needs of our recent arrivals. During the day we've also instituted "small-group" intervention programs that focus on at risk students.

During the day students participate in the Green Apple Science program as well as peer tutoring under the direction of the LINC program. In the arts, our school was chosen to participate in "Rosie's Kids" exposing them to theater, music and literacy through the arts. Additionally our students are offered the opportunity to participate in Fun Club activities that expose them to the arts and assist them with homework activities. Finally, the school is being serviced by numerous SES programs.

## **ACCOMPLISHMENTS**

We've maintained AYP for the last seven years in mathematics, which continues to be one of our school's strongest achievements. We continue to make some progress in Science, Social Studies and NYSESLAT. In particular, we've installed a state of the art Science Lab which gives our students the opportunity to engage in hands on science inquiries and technology. Smart boards have been installed throughout our classrooms and additional laptop carts were purchased last year. For the first time one of our students was accepted into the Lang Youth Medical Scholars Program at Columbia Presbyterian Hospital which makes us very proud due to the rigorous competition. In the last two years we've seen the acceptance of our graduating students into more selective High Schools.

As we face the upcoming school year, we will be faced with many challenges but we have also accomplished many of our goals. The core beliefs, environment, and dedication of teachers here, will continue to drive the individual student gains that make PS IS 18 a successful school.

**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.

ANNUAL GOAL	DESCRIPTION
<p><b>1.</b> By June 2011, 60% of all students will demonstrate exemplary proficiency gains as evidenced by a minimum progress equivalent to a 1.5 year gain in reading as measured by the New York State English Language Arts Exam and the 100 Book Challenge assessment (aligned to Common Core Standards), and monitored every three months in the school year.</p>	<p>Based on our SINI year 2 status and our New York State English Language Arts low performance results, the SLT determined a need to improve ELA results for all of our students.</p>
<p><b>2.</b> By June 2011, a minimum of 60% of all students in all subgroups will move at least two levels on the 4-point rubric administered four times during the school year as measured by assessments based on the open-ended responses of the New Year State English Language Arts Exam.</p>	<p>Based on teacher observations, the results of standardized state tests and review of student portfolios, we have determined that the policy must be implemented on a school wide basis regardless of student subgroups (i.e. SWDs, ELLs, etc.).</p>
<p><b>3.</b> By June 2011, a Middle School initiative to involve our young adults in a community service will be implemented and monitored in grades 6through 8, as evidenced by documentation. Students in the middle school grades will focus on elements of Civics and Citizenship as per the NYC K-8 Scope and Sequence. As part of Character Education aligned to the <i>Common Core State Standards</i>, service to community will be the focus as students prepare for college and the work force.</p>	<p>Based on the expectations of the Common Core State Standards, we have determined that our middle school students will engage in service to their community via institutions that are non-profit. Students in all subgroups in our middle school will focus on preparation for higher education via Civics and Citizenship.</p>
<p><b>4.</b> By June 2011, there will be an increase in the mathematics achievement level of all students in 7<sup>th</sup> grade by a minimum of 30% as measured by the interim assessments, monthly end of unit tests, teacher-made quizzes and the results of the New York State Mathematics exam.</p>	<p>Based on the results of the New York State Mathematics exam for our grade 7 and based on the results of our ITA’s during the fall term, we have determined the need for intervention in grade 7 math for both English proficient and Spanish proficient students. Grade 7 was selected as the focus for the Data Inquiry Team.</p>

**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):** 1. ELA-READING-All Students

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 60% of all students will demonstrate exemplary proficiency gains as evidenced by a minimum progress equivalent to a 1.5 year gain in reading as measured by the New York State English Language Arts Exam and the <i>100 Book Challenge</i> assessment (aligned to Common Core Standards), and monitored every three months in the school year.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b><u>USE OF DATA</u></b></p> <ul style="list-style-type: none"> <li>• The target population will be identified based on achievement levels attained on the <i>100 Book Challenge</i>.</li> <li>• Analysis of ECLAS/EL SOL scores (K-3 students only), and IEP considerations will also be considered in determining service priorities.</li> <li>• IRLA (Independent Reading Level Assessments) are administered via teacher conferences with individual students on a monthly basis in order to determine student progress as measured by <i>100 Book Challenge</i> reading levels.</li> <li>• Ongoing assessments will be administered and analyzed in order to provide teachers with updated data to inform planning, and to address individual student needs. These assessments include, but are not limited to: ECLAS/EL SOL (grade 3 only), ACUITY, ITAs, benchmark assessments, IRLA (Independent Reading Level Assessment) and portfolios.</li> <li>• Results of ongoing assessments will be reviewed with the teacher and the administration, literacy coach, and AIS Team (where applicable).</li> <li>• On-going training for teachers will be provided by the <i>100 Book Challenge Program</i> staff developers.</li> <li>• Follow-up on the identification of the <i>Read Well 1</i> program as a differentiated approach to address the literacy needs of our special needs population will include the Special Education Teacher Support Services teacher, IEP Teacher and Special Education Teachers in a self-contained setting.</li> <li>• A placement inventory will be administered to all Students with Disabilities who qualify for the <i>Read Well 1 Program</i> during the first week of school.</li> </ul>

- At the culmination of each unit (1 week), each student's progress will be assessed in order to determine whether a child has acquired the newly taught skills or if additional time is needed within that unit.
- Pertinent staff members will receive training and will commit to implementation of the program elements as presented, and on a consistent basis.

### **CURRICULUM AND INSTRUCTION**

- Instructional Materials: Classroom Libraries, planning guide-pacing and alignment calendar
- 90 Minute Literacy Block (Balanced Literacy, including daily writing activities).
- Students read a book at their independent level. The teacher confers with students during this time. (approximately 40 minutes)
- Shared Reading: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies.
- Teacher model through Read Aloud: The teacher chooses a text, usually one grade higher and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers.
- All students and their parent/guardian will participate in the 100 Book Challenge initiatives.
- Following the training of the Read Well 1 program, full implementation will be provided to the target population.
- AIS will be provided to students identified as "at risk."
- Students who have not met standard levels of literacy will receive additional service support in extended day and after school literacy programs, and will be grouped based on specific individual student needs.
- Students will receive small group instruction during the reading and writing workshop model literacy period.
- An ISP (Instructional Service Provider) will provide additional support to students during the reading and writing workshop model literacy professional development period.

### **PROFESSIONAL DEVELOPMENT**

- On going training is provided by the *100 Book Challenge* Program will be provided (10 sessions during the course of the year)
- Ongoing professional development for all teachers, coaches and school administrators is provided by our Children First Network 601.
- The literacy coach will provide on-going workshops on understanding data results and the implications of data findings.
- Teachers will attend 2 days of training on the rationale, methodology, and implementation of the *Read Well 1* program.
- Teachers will meet intermittently to reflect on the effectiveness of *Read Well 1* instruction.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p><b><u>USE OF RESOURCES</u></b></p> <p><b><u>Staffing</u></b></p> <ul style="list-style-type: none"> <li>• Literacy Coach, Natalie Jackson</li> <li>• Interim Acting Principal, Connie Mejia</li> <li>• All Classroom Teachers K-8</li> <li>• Special Education Teachers: Silvia Silver (Special Education, Self Contained, 1-3 grades) Livia Blaylock (SETSS) Tabitha Lopez (IEP/SETSS)</li> </ul> <p><b><u>Scheduling</u></b></p> <ul style="list-style-type: none"> <li>• Common preparation periods will be provided to provide teachers articulation time and planning time.</li> </ul> <p><b><u>Budgeting</u></b></p> <ul style="list-style-type: none"> <li>• Title I, Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Periodic Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Student progress will be monitored via teacher/student conferences on a bi-monthly basis as a diagnostic tool, based on these results; teachers submit results of student movement in reading levels to the Literacy Coach three times in the school year (October 15, 2010, January 10, 2011 &amp; March 2, 2011. Monitoring of student progress is on-going via the <i>100 Book Challenge</i> on-line tracking tool titled <i>KIDPACE</i>. A minimum of 2 levels per cycle is expected with the ultimate goal of achieving one year's growth in one year's time. (each grade level demands a different number of levels to attain one years growth)</li> <li>• In <i>Read Well 1</i>, student progress will be monitored through a comprehensive assessment administered 3 times in one school year (beginning, middle and end).</li> <li>• At the culmination of each unit (1 week), each student's progress will be assessed in order to determine whether a child has acquired the newly taught skills or if additional time is needed within that unit (<i>Read Well 1</i>).</li> </ul> <p><b><u>Other Evidences</u></b></p> <ul style="list-style-type: none"> <li>• Based on the results of the administration of the IRLA, 60% of all students will show exemplary proficiency gains (1.5 years growth).</li> <li>• Classroom teachers will receive on-going training in the <i>100 Book Challenge Program</i>.</li> <li>• Three staff members will participate in <i>Read Well 1</i> training.</li> <li>• Implementation of the <i>Read Well 1</i> program will commence, following teacher training.</li> <li>• Logs will be maintained and available reflecting running records and interim assessment results.</li> </ul>

**Subject/Area (where relevant):** 2. ELA-WRITING-SCHOOL WIDE

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, a minimum of 60% of all students in all subgroups will move at least two levels on the 4-point rubric administered four times during the school year as measured by assessments based on the open-ended responses of the New Year State English Language Arts Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>USE OF DATA</u></b></p> <ul style="list-style-type: none"> <li>• Based on teacher observations, the results of standardized state tests and review of student portfolios, we have determined that the policy must be implemented on a school wide basis regardless of student subgroups (i.e. SWDs, ELLs, etc.)</li> <li>• Teacher observations, the results of the standardized state tests and review of student portfolios will be used in determining which skills need to be prioritized in rubrics.</li> <li>• Ongoing assessments will be administered and analyzed in order to provide teachers with updated data to inform planning, and to address individual student needs. These assessments include, but are not limited to: ECLAS/EL SOL (grade 3 only), ACUITY, ITAs, benchmark assessments, and portfolio pieces.</li> <li>• Results of ongoing assessments will be reviewed with the teacher and the administration, literacy coach, and AIS Team (where applicable).</li> <li>• All classroom teachers and the literacy coach will collaborate in the creation of the school wide writing tracking system rubrics in order to ensure that students in lower grades acquire the skills necessary for advancement in the following grades.</li> </ul> <p><b><u>CURRICULUM AND INSTRUCTION</u></b></p> <ul style="list-style-type: none"> <li>• Comprehensive literacy instruction, aligned with the Common Core State Standards.</li> <li>• Provide opportunities for students to improve their writing abilities through the writer’s workshop, teacher modeling and journal writing and the use of technology.</li> <li>• Students will be placed in flexible groups according to their instructional level during the writing workshop model literacy period.</li> <li>• Development and implementation of the school wide writing tracking system will commence, following teacher creation.</li> <li>• Use of rubrics that are aligned to writing units in each classroom and aligned to the CCS.</li> <li>• AIS will be provided to students identified as “at risk.”</li> <li>• Students who have not met standard levels of literacy will receive additional service support in extended day and after school literacy programs, and will be grouped based on specific individual student needs.</li> <li>• An ISP (Instructional Service Provider) will provide additional support to students during the reading and writing workshop model literacy professional development period.</li> </ul>

	<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>• Teachers will meet with the literacy coach on an on-going basis in order to create the writing tracking system.</li> <li>• The literacy coach will provide on-going workshops on understanding data results and the implications of data findings.</li> <li>• Teachers will meet with the literacy coach on an on-going basis to articulate the specific findings in their individual classrooms in order to revisit and validate the relevancy of all aspects of tracking system and rubrics across the grades.</li> <li>• Ongoing professional development for all teachers, coaches and school administrators is provided by our Children First Network 601.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p><b><u>USE OF RESOURCES</u></b></p> <p><b><u>Staffing</u></b></p> <ul style="list-style-type: none"> <li>• Interim Acting Principal, Connie Mejia</li> <li>• Literacy Coach, Natalie Jackson</li> <li>• All classroom teachers</li> </ul> <p><b><u>Scheduling</u></b></p> <ul style="list-style-type: none"> <li>• Common preparation periods will be provided to provide teachers articulation time and planning time.</li> </ul> <p><b><u>Budgeting</u></b></p> <ul style="list-style-type: none"> <li>• Title I, Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Periodic Assessment</u></b></p> <ul style="list-style-type: none"> <li>• The literacy coach will schedule meetings with classroom teachers on a monthly basis.</li> <li>• Teachers and literacy coach will meet on a monthly basis (at the end of each writing unit) to review and assess student work.</li> <li>• Student progress will be monitored and assessed through revision of their end of unit writing pieces as measured by writing rubrics.</li> <li>• Pre and post tests will be administered September 2010, November 2010, January 2011 and March 2011, using samples of NYS ELA test and assessed with the 4 point rubric.</li> </ul> <p><b><u>Other Evidences</u></b></p> <ul style="list-style-type: none"> <li>• Based on the results of the writing tracking system teachers will be able to identify and closely monitor areas of deficiency in writing on a school wide basis.</li> <li>• As a result of the data attained, teachers will be able to provide direct instruction for students not achieving a level 3 (grade level) on the writing rubrics.</li> </ul>

### 3. ENRICHMENT- COMMUNITY

Subject/Area (where relevant):

SERVICE-MIDDLE SCHOOL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, a Middle School initiative to involve our young adults in a community service will be implemented and monitored in grades 6 through 8, as evidenced by documentation. Students in the middle school grades will focus on elements of Civics and Citizenship as per the NYC K-8 Scope and Sequence. As part of Character Education aligned to the Common Core State Standards, service to community will be the focus as students prepare for college and the work force.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>USE OF DATA</u></b></p> <ul style="list-style-type: none"> <li>• Interim Acting Principal and Middle School teachers will monitor individual student attendance and involvement in each program.</li> <li>• Interim Acting Principal and Middle School teachers will observe impact of services on student character development.</li> </ul> <p><b><u>CURRICULUM AND INSTRUCTION</u></b></p> <ul style="list-style-type: none"> <li>• Student leadership (LSO) will meet with the Assistant Principal, school guidance counselor and in collaboration with the Principal to determine the services that will be targeted.</li> <li>• Each grade will target a specific service according to the needs of the community and program availability.</li> <li>• LSO holds weekly meetings with Assistant Principal and school guidance counselor to discuss trends, problems and success of services within each grade.</li> <li>• Students will learn to care for others.</li> <li>• Students will engage in community service.</li> <li>• Students will develop personal skills.</li> <li>• Students will enhance and develop leadership skills</li> <li>• Teachers will facilitate the transition from youth to young adult for their students.</li> <li>• Services and programs to be delineated by grade K-5</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p><b><u>USE OF RESOURCES</u></b></p> <p><b><u>Staffing</u></b></p> <ul style="list-style-type: none"> <li>• Assistant Principal, Connie Mejia</li> <li>• Middle School classroom teachers</li> </ul> <p><b><u>Scheduling</u></b></p> <ul style="list-style-type: none"> <li>• <u>LiteracyInc.</u>-grades 3 &amp;8- Every Thursday 8:37 a.m.-10:05 a.m.</li> <li>• <u>The Audubon Food Pantry</u>-grade 7-Bi-monthly on Tuesday's, beginning March 1, 2011.</li> <li>• <u>Pennies for Patient's® Program/Leukemia Lymphoma Society</u>-grade 6-Campaigning begins in March and runs through June 2011.</li> </ul>

	<p><b><u>Budgeting</u></b></p> <ul style="list-style-type: none"> <li>• Title I, Tax Levy</li> <li>• Additional funding is provided by: LiteracyInc., The Audubon Food Pantry and Pennies For Patients® Program.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Periodic Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Interim Acting Principal will review student participation in services on a monthly basis.</li> </ul> <p><b><u>Other Evidences</u></b></p> <ul style="list-style-type: none"> <li>• Student logs will be maintained weekly and monitored by teachers</li> <li>• Reflection pieces will be maintained and monitored by teachers</li> <li>• A year-end assembly will be held where students involved in these programs will engage in public speaking by sharing their experiences with upcoming classes.</li> </ul>

**Subject/Area (where relevant):** 4. Mathematics-7<sup>th</sup> Grade

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in the mathematics achievement level of all students in 7th grade by a minimum of 30% as measured by the interim assessments, monthly end of unit tests, teacher-made quizzes and the results of the New York State Mathematics exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>USE OF DATA</u></b></p> <ul style="list-style-type: none"> <li>• The target population will be identified based on achievement levels attained on the <i>ITAs of fall 2010</i>.</li> <li>• Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis and probability.</li> <li>• Extended day is provided for students in math, as part of our comprehensive program for the provision of Academic Intervention Services, which will result in a minimum of 10% increase in the number of 7<sup>th</sup> graders scoring at proficiency level or above on the NYS Math assessment.</li> <li>• Students identified as Spanish proficient, as per our NYSESLAT results or the LAB-R results, will receive Academic Intervention with the mathematics coach, as part of a differentiated pull out program.</li> <li>• Ongoing assessments will be administered and analyzed in order to provide teachers with updated data to inform planning, and to address individual student needs. These assessments include, but are not limited to: ACUITY, ITAs, and portfolios.</li> <li>• Results of ongoing assessments will be reviewed with the teacher, mathematics coach and the administration and Data Inquiry Team (where applicable).</li> <li>• Once a week the teacher and mathematics coach will meet to assess each student’s progress in order to determine whether a child has acquired the newly taught skills or if additional time is needed within a unit.</li> <li>• Pertinent staff members will receive training and will commit to implementation of the program elements as presented, and on a consistent basis.</li> </ul> <p><b><u>CURRICULUM AND INSTRUCTION</u></b></p> <ul style="list-style-type: none"> <li>• Students will receive comprehensive mathematics instruction, aligned with the Common Core State Standards with repeated exposure to new concepts and skills to foster mastery.</li> <li>• Provide the opportunity for students in grade 7 exposure to the Comprehensive Instructional Approach for math through the use of <i>Impact Mathematics</i> (Glencoe/McGraw Hill)</li> <li>• Warm up, teaching lesson, ongoing learning and practice/math journals.</li> <li>• Extra practice, enrichment.</li> <li>• Skills practice, test prep, explorations.</li> <li>• Students that are identified as ELL, as per our NYSESLAT results or the LAB-R results, will</li> </ul>

	<p>receive Academic Intervention with the mathematics coach, as part of a differentiated pull out program.</p> <p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>• School-based professional development team, which includes the principal, a full time math coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.</li> <li>• Ongoing professional development for all teachers, coaches and school administrators is provided by our Children First Network 601.</li> <li>• The Data Inquiry Team will monitor movement in levels of the 7<sup>th</sup> grade students as part of their focus group.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p><b><u>USE OF RESOURCES</u></b></p> <p><b><u>Staffing</u></b></p> <ul style="list-style-type: none"> <li>• Interim Acting Principal, Connie Mejia</li> <li>• Math Coach, Jaime Perez</li> <li>• 7<sup>th</sup> grade math teacher</li> </ul> <p><b><u>Scheduling</u></b></p> <ul style="list-style-type: none"> <li>• Common preparation periods will be provided to offer teachers articulation and planning time.</li> </ul> <p><b><u>Budgeting</u></b></p> <ul style="list-style-type: none"> <li>• Tax Levy, Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Periodic Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Student progress will be monitored via teacher/student conferences on a weekly basis.</li> <li>• The Data Inquiry Team will monitor movement in levels of the 7<sup>th</sup> grade students as part of their focus group.</li> <li>• At the culmination of each week, the 7<sup>th</sup> grade math teacher and math coach will meet to assess each student's progress and determine whether a child has acquired the newly taught skills or if additional time is needed within each unit.</li> <li>• Math journals will be maintained to reflect on student progress</li> </ul> <p><b><u>Other Evidences</u></b></p> <ul style="list-style-type: none"> <li>• There will be an increase in the mathematics achievement level of all students in 7th grade by a minimum of 10% at the end of every quarter for a total of a 30% increase, as measured by the interim assessments, monthly end of unit tests, teacher-made quizzes and the results of the New York State Mathematics exam administered in the spring of 2011.</li> <li>• Via use of the Indicator Level Strengths and Weaknesses Chart and based on the results of the administration of the ITAs we expect to see a monthly movement of at least one level at the end of each unit.</li> </ul>

## **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	19	19	N/A	N/A	1			
1	34	34	N/A	N/A			1	
2	23	22	N/A	N/A	1		1	
3	31	28	N/A	N/A				
4	30	23	38		2			
5	26	20	1					
6	37	37	7		2			
7	35	35	3					
8	24	24	43					
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p><b>Reader’s Workshop-</b> 45 minutes, 5 times a week, in classroom (K-8)  <b>Extended Day-</b> 37.5 minutes, 2 times a week, small group (K-8)  <b>Instructional Support Provider-</b>The presence of a second instructional support provider (ISP) as the item skills analysis in literacy is received to form instructional learning groups based on data results. Teachers focus on the current unit of study but also focus on guided reading strategies to address struggling students-those that have not met the benchmarks in literacy.  <b>Supplemental Educational Services (SES)</b> have been implemented focusing on students with special needs. This population was identified as the necessary focus group to improve our SINI year 1 status. Our parents identified the following programs: The Princeton Review (after school program) and Failure Free Reading (a one to one instructional program in which instructors visit the students home)  <b>Voyager Program-</b> In order to further address our SINI year 2 status, we qualify and have applied for two grants. We have an F-status teacher who is running the Global Partnership Schools program with our students with disabilities who qualify for this program. <i>Voyager Passport</i> is a K-3 reading intervention for students who encounter reading difficulty and are performing below grade level. The goal of <i>Voyager Passport</i> is to accelerate students’ reading growth to be commensurate with grade-level expectations.  <b>Read Well®-</b> We have also implemented a reading program for our lower grades K-2 (Self-contained and SETSS students). This program provides explicit and systematic instruction in five areas: Phonemic awareness, phonics, comprehension strategies, vocabulary, and fluency.  <b>Time For Kids Exploring Writing-</b> After performing our needs assessment we have determined that one of our instructional goals is in the area of writing. To that end we have implemented this writing program which uses lessons that meet and reinforce the educational writing standards and objectives similar to those that are required by our state standards. This program concentrates on the area of Narrative Non-Fiction writing.  <b>Rewards Program®-</b> We will implement this program with our SETSS students. This program is a supplemental program which addresses decoding, fluency, vocabulary, comprehension, test-taking skills, content-area reading and writing, word choice and sentence writing and revision.</p>
<b>Mathematics:</b>	<p><b>Math Workshop-</b> 45 minutes, 5 times a week, in classroom (K-8)  <b>Extended Day-</b> 37.5 minutes, 2 times a week, small group (K-8)  Follows Math Workshop model which includes a mini-lesson where strategies are modeled by the classroom teacher. Teacher looks at the five strands in mathematics using item skills analysis to</p>

	create instructional groups as part of addressing student needs.
<b>Science:</b>	Our outreach to <b>NYC Parks &amp; Recreation Dept.</b> has connected us to <b>Green Apple Corp.</b> This group focuses on hands on intervention activities with our grades 4 & 8 students to prepare them for their 4 <sup>th</sup> & 8 <sup>th</sup> grade Science State test.
<b>Social Studies:</b>	Students are engaged in higher level thinking questions as groups are formed based on the data results from ELA item skills analysis. The new writing initiative will be implemented across content areas. Teachers are also focusing on using the writing skills tracking system will monitor writing in social studies as per each grade unit.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counseling is provided in individual and small groups
<b>At-risk Services Provided by the School Psychologist:</b>	At risk counseling (individual) and small group.
<b>At-risk Services Provided by the Social Worker:</b>	The Social Worker works with the instructional support committee at PPT meetings. The social worker offers intervention strategies to both teachers and parents. There are times when the child's academics are impacted by emotional problems then it is therefore suggested that the family work with a mental health professional or behavioral health professional. She supports the parent coordinator and guidance counselor with resources regarding preventive agencies and mental health centers
<b>At-risk Health-related Services:</b>	Asthma Training – open airways for schools. 6 lessons – Diabetic Training awareness for students. EpiPen Training

## **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.

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### **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) 3-8      Number of Students to be Served: 100      LEP  Non-LEP

Number of Teachers 8      Other Staff (Specify) 1 teacher for parent workshops

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The Title III After School Program will target approximately 100 ELL students who scored at the beginning, intermediate, and advanced levels of the NYSESLAT in grades 3-8. School wide our New York State results have shown that our students continue to struggle in the area of English Language Arts. In preparation for the NYS ELA exams and the NYSESLAT for school year 2010-2011, we will focus on reading comprehension, vocabulary development, and writing. Therefore, the Title III after-school program will emphasize reading comprehension through *Best Practices in Reading (Options, Inc.)* for our intermediate and advanced students. This reading intervention program pairs fictional and non-fictional passages that build comprehension. *Best Practices in Reading (Options, Inc.)* includes strategies such as; using prior knowledge, predicting, summarizing, visualizing, questioning and making connections. Also, writing activities will be integrated for responding to fictional and non-fictional content. Academic vocabulary in both of these areas will also be developed. Beginner level students will use a program designed to meet the needs of newcomers utilizing *The Heinle Picture Dictionary, Lesson Planner, Student Workbooks and Audio CDs* (Grades 3-8). Thomson/Heinle. This picture dictionary presents new vocabulary within thematic readings, offers opportunities to practice new words with multi-skill activities and introduces students to high-frequency English words. It also provides life skills instructional support. For beginning, intermediate and advanced levels, grammar will be incorporated into the lessons in order to develop mastery of language usage and function. NYSESLAT preparation materials will be purchased (*Getting Ready For The NYSESLAT And Beyond* by Attanasio & Associates, Inc) to familiarize students with the tasks and construct of the exam. All materials have been selected to facilitate growth, and to be of high interest to our ELL students. All learning will be organized around custom-tailored, collaborative activities to ensure the academic and social development of all students. In order to ensure that our ELL students receive the necessary support in exiting ELL status, the four modalities will be addressed (listening, speaking, reading and writing). Twelve classes of 8-12 students will be organized based on individual student needs. The program will be staffed by certified ESL and Bilingual teachers. The program will begin October 2010, and run through March 2011. Grades 3, 5, and 6 will meet on Tuesdays for one and one half hours. Grades 4, 7, and 8 will meet on Thursdays for one and one half hours.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The Title III after-school teachers will participate in a study group using *Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction* by Robert J. Marzano. This book provides strategies to help build general background knowledge of instrumental vocabulary by introducing terms in semantic clusters. This approach is designed to maximize students’ understanding of new words by creating a framework of meaning through context. Our Title III teachers will discuss key chapters of this book and implement some of these strategies into their small groups. One of our participating teachers will act as the facilitator during our sessions. There will be five one hour sessions scheduled. The sessions will be held either before or after school. They will meet once monthly from November through March.

**Parental Involvement/ Engagement-** We will invite all parents of the participating ELL Title III After-School program to monthly workshops. (November through May) from 3:30 to 5:00pm. The mission of the parent workshops is to assist non-English speaking parents in acquiring language skills and curricula strategies to assist their children with daily homework assignments and academic success. We strongly believe that the more resources and information provided to the parents, the more parents will be able to support and guide their children through the challenges they must overcome to be academically successful. During the monthly parent workshops we will provide strategies on how to use technology, as well as home and community resources to help their children at home. Refreshments and metro cards will be provided to attending parents to encourage attendance.

Resources will be provided to parents in their native language including a homework resource guide titled *Diccionario de tareas para padres* (*Parents Homework Dictionary*, trans.) by Dan J. McLaughlin; and advice guides titled *Ayude a sus hijos a tener éxito en la escuela* (*Help Your Children to Succeed in School*) and *Ayude a sus hijos a triunfar en la escuela secundaria y llegar a la Universidad* (*Help Your Children to Succeed in High School and Get to College*) both by Mariela Dabbah. Parents will also attend a theatrical event(s) relevant to the Immigrant experience. This will help parents in helping their children as they assimilate into the American culture. Metro cards will be provided to attending parents to encourage participation in the outings.

The program will run from November 2010 through May 2011. Parent workshop topics include:

- |   |               |
|---|---------------|
| 1. Introduction to ARIS   | November 2010 |
| 2. Reading—Thinking about Reading                                 | December 2010 |
| 3. Writing— Thinking about Writing                                | January 2010  |
| 4. Parent Resources for Aiding Student Success                    | January 2010  |
| 5. Mathematics—Understanding Multiplication, Division & Fractions | February 2011 |
| 6. ELA—Preparing for the Exam                                     | March 2011    |
| 7. Science—Using Community Resources to Bring Science to Life     | April 2011    |
| 8. Understanding the NYSESLAT Exam                                | May 2011      |

**Section III. Title III Budget**

School: 06M018

BEDS Code: 310600010018

Allocation Amount: \$32,220		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$17,550</b>	<i>((Tuesday)</i> <i>(From October to March)</i> <i>(Grades 3, 5 &amp; 6 only)</i> <b>1.5 hrs x 20 sessions= 30 hrs</b> <b>30 hrs x 6 teachers =180 hrs</b> <b>180 hrs x \$50= \$9,000</b> <i>(Thursday)</i> <i>(From October to March)</i> <i>(Grades 4, 7 &amp; 8)</i> <b>1.5 hrs x 19 sessions=28.5 hrs</b> <b>28.5 hrs x 6 teachers= 171 hrs</b> <b>171 hrs x \$50= \$8,550</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	<i>Professional Salaries</i> <b>\$1,750</b>	<b>Professional Development - Per session</b> <i>(once a month) (November-March)</i> <b>7 teachers x 5 sessions for 1 hr. @ \$50 per hr. = \$1,750</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>\$9,698</b>	<b><u>Best Practices in Reading: Reading and Writing Strategies</u></b> – Options Publishing. (Intermediates & Advanced) This reading intervention program pairs fictional and nonfictional passages that build comprehension. Also, writing activities provide opportunities for

		<p><i>integrating reading and writing and for responding to fictional and nonfictional content. Academic vocabulary in both of these areas will also be developed.</i></p> <p><b><u>Getting Ready for the NYSESLAT and Beyond</u></b> – Attanasio &amp; Associates, Inc. (Beginners ,Intermediates &amp; Advanced) Test preparation for students. They will be familiarized with tasks of the NYSESLAT test.</p> <p><b><u>The Heinle Picture Dictionary, Lesson Planner, Student Workbooks &amp; Audio CDs-</u></b> Heinle Cengage Learning. (Beginners) This picture dictionary presents new vocabulary within thematic readings, offers opportunities to practice new words with multi-skill activities and introduces students to high-frequency English words. It also provides life skills instructional support.</p> <p><b><u>Supplies-</u></b> charts, folders, pencils, copying paper, binders, post its, etc. will be purchased for the use of Title III students only.</p>
<b>Educational Software (Object Code 199)</b>		<b>NOT APPLICABLE</b>
<b>Travel</b>	<b>\$500</b>	<b><i>metro cards for parents workshops and for theater trips (to motivate parents to attend workshop and events) = \$500</i></b>
<b>Other</b>	<i>Purchased Services</i> <b>\$960</b>	<p><i>Theater tickets. Event will be determined at the beginning of school year 2010-2011.</i></p> <p><i>Parent will attend to theatrical event(s) to provide additional exposure to the immigrant experience of their children as they assimilate into the American culture.</i></p>

<p><b>Parent Involvement</b>  <i>Supplies and Materials</i>  <b>\$1,062</b></p> <p><i>Refreshments</i>  <b>\$100</b></p>	<p><i>Parent Library</i>  <b>\$1,062</b></p>	<p><b>Resources will be provided to parents in their native language including a homework resource guide titled <i>Diccionario de tareas para padres (Parents Homework Dictionary, trans.)</i> by Dan J. McLaughlin; and advice guides titled <i>Ayude a sus hijos a tener éxito en la escuela (Help Your Children to Succeed in School)</i> and <i>Ayude a sus hijos a triunfar en la escuela secundaria y llegar a la Universidad (Help Your Children to Succeed in Highschool and Get to College)</i> both by Mariela Dabbah.</b></p> <p><i>Refreshments for parents (\$100) to encourage participation and motivate them to join our session.</i></p>
<p><b>TOTAL</b></p>	<p><b>\$32,220</b></p>	

### 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**

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

**Parents enrolling their children in our school must complete the Home Language Identification Survey (HLIS) form. This provides the school of the child's home language. In addition, the home language is also noted on the Elementary School Cumulative Record Card the parents must inform the school of the languages spoken at home. Based on this information, the school maintains an appropriate record of the primary language of each parent. This information is also entered in the ATS and on the student emergency card. Parents are also given the Federal Parent/Guardian Student Ethnic and Race Identification form to identify their ethnic background.**

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.

**99 percent of our population is Hispanic. The majority of our upper grade students come from the Dominican Republic; their dominant language is Spanish. All documents, central and regional communications, are translated into Spanish. In addition, translation services will be provided during group meetings, one-to-one meetings, workshops, on an as-needed basis. Written documents such as but not limited to: letters, legal or disciplinary matters, permission slips/consent forms, ELL entitlement letters, report cards, parents meetings, and any other student documents, will be translated in order to communicate with parents.**

#### **Part B: Strategies and Activities**

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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.

**The school will identify the written documents to be distributed to parents that contain critical information regarding their child's education, including, but not limited to: letters, permission slips/consent forms, legal or disciplinary matters, safety,**

health, entitlement to public education or placement in any special education, ELL or non-standard academic program, registrations, applications, and any other student document.

**The Bilingual Coordinator, the parent coordinator, the family worker, the principal or the assistant principal will provide translation services.**

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.

**Parents will be provided with oral interpretation services when they call on the phone and request information about their children. During ELL meetings, the school will provide oral interpretation by the bilingual coordinator, the parent coordinator, the family worker, the principal, or the assistant principal.**

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

**The school will send a written letter to parents notifying them of their rights regarding translation and interpretation services in the appropriate covered languages, and will provide instructions on how to obtain needed services. The school will post in a conspicuous location a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained (the parent's bulletin board, school entrance). The school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. Parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and we will post and provide such forms in accordance to the Chancellors Regulation-Document-151/A-663.**

**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:	\$375,573	\$66,673	\$442,246
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,756	\$667	\$4,423
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,779	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,557	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: TBD (DOE School Demographics & Accountability Snapshot)
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.

**Not applicable**

\* 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**.

**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.

### **P.S./ I.S. 18 Parent Involvement Policy**

**Parents and families of students in P.S. / I.S. 18 will be provided with opportunities to participate in the Parents Association, the School Leadership Team, Parent Education Activities that relate to building strong home/school partnership, family literacy, family math, workshops which promote an understanding of performance standards and the promotional criteria, the parent volunteer program, and accessing the services of community resources.**

**To encourage parental involvement at P.S. / I.S. 18, we will:**

- **Conduct yearly Parents' Association elections for Executive Board Member positions.**
- **Conduct monthly Parents' Association meetings**
- **Provide monthly workshops for parents to support their child's education**
- **Participate in the Learning Leaders Program to train parent volunteers to assist in classrooms, in libraries, and on trips**
- **Distribute all notices in English and Spanish including calendars, letters and flyers**
- **Invite parents to Back to School Night and fall / spring Teachers and Parents Conferences**

- **Schedule meetings at various times during and after the school day to accommodate parent schedules**
- **Continue to work with C.B.O.s to provide ongoing workshops at the school and in the community**
- **Conduct a Supplemental Education Services Information Fair on Meet the Teacher Night September 2010.**
- **Provide supervision of the SES via our Parent Coordinator as the liaison between SES and parents**

<b>SCHOOL- PARENT COMPACT</b>
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**PS/IS 18 and the parents of the students participating in activities , services and programs funded by Title I, Part A of the Elementary and Secondary Education Act ( ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the New York State standards.**

**This School- Parent Compact is in effect during school year 2010-2011.**

### **School Responsibilities**

**PS/IS 18 will:**

- Provide high –quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

**Our school follows Balanced Literacy for reading and writing. Teachers have common planning periods across the grades in order to work with fellow colleagues. Teachers are trained in Reader’s and Writer’s Workshops and the lessons are aligned to State Standards. Educators work collaboratively to ensure that all students receive high level instruction. Our literacy coach and our math coach work with teachers individual teachers to help them in planning and implementing high standards mathematics and literacy instruction.**

- Hold parent- teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

**Parent Teacher Conferences will be held November 2010. Teachers and parents will meet in the afternoon from 1:00-3:00 p.m., and in the evening from 5:00- 7:30 p.m. Conferences will also be held on March 2011 from 1:00-3:00 p.m. and from 5:00-7:30 p.m.**

- Provide parents with frequent reports on their child’s progress. Specifically, the school will provide reports as follows:

**The school will administer several practice tests and interim assessments throughout the school year in order to monitor student progress in both English Language Arts and Mathematics. Parents will be provided with a copy of student test results after every assessment. Teachers will also provide parents with student progress reports throughout the year. Parental requests for other arrangements, such as phone calls or additional progress reports will be honored.**

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

**Teachers provide parents with a copy of their prep schedules. Parents may avail themselves of these days and times in order to make necessary appointments with teachers in their classrooms or the Teacher’s Lounge area.**

- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

**Our parent coordinator engages in outreach efforts by calling parents across the grades to identify parents able to volunteer time in our school. Learning Leaders come into our building to train parents as volunteers in the areas of group or one to one tutoring in classrooms, hall and lunch monitors, and chaperoning trips. The Parents’ Association supports this effort in order to increase parental activities in the school building. Teachers also make phone calls in order to encourage parental involvement and maintain positive home-school communication.**

### **PARENT RESPONSIBILITIES**

We, as parents, will support our children’s learning in the following ways:

- Making sure my child is on time and prepared everyday for school.
- Talking to my child about his/ her school activities everyday.
- Scheduling daily homework time.
- Providing an environment conducive for study.
- Making sure that homework is completed.
- Monitoring the amount of television my children watch.
- Ensuring that my child reads a book of his/her choosing a minimum of 20 minutes nightly.
- Volunteering in my child’s classroom, if at all possible.
- Participating in school activities on a regular basis.
- Reading together with my child every day.
- Helping my child accept consequences for negative behavior.
- Support the school’s discipline policy.

## **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.  
**Please refer to pages 10-18 of this document for our Needs Assessment data.**
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- 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 academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

**All students are provided with the opportunity to attend after school programs from September through May. Remedial and maintenance programs are offered in mathematics and literacy throughout the school year. Four-six week courses are provided for students at those grade levels in which science and social studies exams are administered. A summer program is offered to Dual Language Academy students (grades K-6) to enrich academic learning. AIS programs offers service to every student whose test history indicates that he/she is at risk or in need of remedial service. A pupil personnel committee meets bi-monthly to discuss the status of each student identified as being at risk of failure (socially, emotionally, or academically). Ongoing monitoring by administration and one-on-one conferencing with teachers is provided to ensure that each teacher is following mandates, and understands how to read student data to plan for specific student needs.**

**3. Instruction by highly qualified staff.**

**The staff consists of 30 teachers. Of the 30 teachers, 100% are fully licensed and permanently assigned to the school. 81.81% of the teachers have a Master's Degree or higher. 78.78% of the teaching staff has more than 2 years of teaching experience in this school and 69.69% have more than 5 years of total teaching experience. (This information is as of School Year 2009-2010)**

**4. 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.**

**Through our needs assessment, we will determine what our professional development priorities are, and ascertain the services of consultants to address these needs. Our professional development is outcome-based, and directly linked to students needs identified through data analysis as detailed on the school's CEP. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. These strategies include job-embedded support, such as in-class demonstration lessons, modeling of research-based strategies provided by school-based professional developers (literacy coach and mathematics coach) and schedule monthly professional development sessions based on teacher's needs assessment survey results.**

**Supervisors and staff developers conduct workshops on differentiated instruction and higher level questioning during grade conferences, faculty conferences, and staff development days, professional development sessions and during professional periods. In addition, teachers meet in study and research groups to discuss and/or research specific issues or questions that promote developing best practices. During weekly professional periods, staff meets to discuss and implement ideas on leveled classroom library books, developing management systems, the creation of learning center activities, and implement, plan and write guided reading lessons. Another research-based strategy is intra-visitation; that is teachers are encouraged to visit and observe in other teachers' classrooms so as to learn and benefit from others' expertise and experiences. To foster differentiated instruction and higher level questioning in literacy, the school staff developer, literacy coach, mathematics coach, and administrators provide training the peer coaching model (demonstration lessons and observation). We have created model classrooms for each (K-6) where "best practices" in early childhood/explicit teaching model can be observed. P.S./I.S 18M provides staff**

**development and computer access to enable faculty to integrate technology and deliver effective instruction. Parents are also provided the opportunity to attend technology workshops.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Regional and New York City Department of Education post and disseminate information about job openings and interview. P.S./I.S. 18 participates in all job fair opportunities and open market recruiting. New hires are mandated to attend orientation and professional development sessions developed for new recruits. In addition, P.S./I.S 18M has school-based math and literacy coaches that provide ongoing training and in class support to teachers. The ongoing professional development that coaches provide is key in ensuring high quality instruction. It also ensures that teachers have a solid understanding of literacy and how to teach literature using a balanced literacy approach.**

6. Strategies to increase parental involvement through means such as family literacy services.

**The Parent Coordinator works with the Parent's Association to conduct a Parents' Need's survey, and then meets with appropriate school site personnel to develop and implement an ongoing series of workshops that address the identified needs.**

7. 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.

**Although our school does not currently house a Pre-Kindergarten class, part of the plan for assisting early childhood programs in our zoned area includes holding an Open-House for Kindergarten. We also make outreach to the early childhood programs in our community through flyers that are sent out announcing the Open-House via our parent coordinator and our school guidance counselor**

8. 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.

**One-on-one conferencing between supervisors and teachers to discuss the progress, or impediments to progress, that is being made with each individual student are conducted twice a year. Teacher input is required during the discussion of students brought up during PPT meetings.**

9. 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 who are performing below state standards are provided with AIS services. This includes academic service and counseling. These students are also offered the opportunity to participate in our after school remedial programs. Students requiring AIS services are identified based on data and teacher recommendation, and individual cases are reviewed bi-monthly at PPT meetings.**

10. 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.

**It is through the collaboration between the Principal, Assistant Principal, School Professional Developers and funded teachers that P.S. /I.S. 18 ensures the effective coordination and integration of services provided to all students. These weekly meetings with representatives from each curriculum area are critical in coordinating the effective delivery of services and programs. Supervisors, funded teachers and guidance**

counselor articulate and develop plans that provided assistance to all at-risk students, in conjunction with classroom teacher input. In bi-weekly PPT meetings, students with emotional, social, and/or academic demands are discussed and plans are written to incorporate them more successfully into the classroom setting. In order to support the above-mentioned initiatives to foster success for all children, funds are commingled across our school wide program.

## 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” <sup>1</sup> 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 <sup>2</sup> 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	✓				✓	15, 17, 18
Title I, Part A (ARRA)	Federal	✓				✓	15, 17, 18, 34, 35, 37
Title II, Part A	Federal	✓				✓	31, 32,
Title III, Part A	Federal		✓				
Title IV	Federal		✓				

**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

IDEA	Federal		✓				
Tax Levy	Local		✓				

**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.

**Not applicable**

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;

**PS/IS 18 remains under the supervision of a District Superintendent. Through our needs assessment, we will determine what our professional development priorities are, and ascertain the services of consultants to address these needs. Our professional development is outcome-based, and directly linked to students needs identified through data analysis as detailed on the school on the school’s CEP. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. These strategies include job-embedded support, such as in-class demonstration lessons, modeling of**

research-based strategies provided by school-based professional developers (literacy coach and mathematics coach) and schedule monthly professional development sessions based on teacher's needs assessment survey results.

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

Supervisors and staff developers conduct workshops on differentiated instruction and higher level questioning during grade conferences, faculty conferences, and staff development days, professional development sessions and during professional periods. In addition, teachers meet in study and research groups to discuss and/or research specific issues or questions that promote developing best practices. During weekly professional periods, staff meets to discuss and implement ideas on leveled classroom library books, developing management systems, the creation of learning center activities, and implement, plan and write guided reading lessons. Another research-based strategy is intra-visitation; that is teachers are encouraged to visit and observe in other teachers' classrooms so as to learn and benefit from others' expertise and experiences. To foster differentiated instruction and higher level questioning in literacy, the school staff developer, literacy coach, mathematics coach, and administrators provide training the peer coaching model (demonstration lessons and observation). We have created model classrooms for each (K-6) where "best practices" in early childhood/explicit teaching model can be observed. P.S./I.S 18M provides staff development and computer access to enable faculty to integrate technology and deliver effective instruction. Parents are also provided the opportunity to attend technology workshops.

7. Provide strategies to increase parental involvement; and

The Parent Coordinator works with the Parents Association to conduct a Parents' Need's survey, and then meets with appropriate school site personnel to develop and implement an ongoing series of workshops that address the identified needs.

8. Coordinate and integrate Federal, State and local services and programs.

It is through the collaboration between the Principal, School Professional Developers and funded teachers that P.S./I.S. 18 ensures the effective coordination and integration of services provided to all students. These weekly meetings with representatives from each curriculum area are critical in coordinating the effective delivery of services and programs. Supervisors, funded teachers and guidance counselor articulate and develop plans that provided assistance to all at-risk students, in conjunction with classroom teacher input. In bi-weekly PPT meetings, students with emotional, social, and/or academic demands are discussed and plans are written to incorporate them more successfully into the classroom setting. In order to support the above-mentioned initiatives to foster success for all children, funds are commingled across our school wide program.

## 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:** SINI YEAR 2 **SURR<sup>3</sup> 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.

**In our SINI year 1, Students with Disabilities (SWDs) in ELA were identified as our target group based on our School Accountability Snapshot. Our finding indicate the need for strengthening our literacy program by using effective learning strategies such as adaptive curriculum appropriate pacing and social behavior. Students were identified in need of guided practice and scaffolding to address language development, Higher Order thinking, comprehension and building fluency to eventually read independently.**

**As a result of our Accountability Status Report for school year 2009-2010, we were identified as SINI year 2. All subgroups have been identified as our target. We did not meet our performance objective in ELA in any of the subgroups.**

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.

**As part of our intervention efforts we have implemented the Voyager Program in order to further address our SINI year 2 status. We have an F-status teacher who is running the Global Partnership Schools program with our students with disabilities who qualify for this program. Voyager Passport is a K-3 reading intervention for students who encounter reading difficulty and are performing below grade level. The goal of Voyager Passport is to accelerate students' reading growth to commensurate with grade-level expectations. We have also identified and have begun implementation of several other programs to be used with our SETSS population. Read Well®- has been implemented as a reading program for our lower grades K-2 (Self-contained and**

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School Under Registration Review (SURR)

SETSS students). This program provides explicit and systematic instruction in five areas: Phonemic awareness, phonics, comprehension strategies, vocabulary, and fluency. *Time For Kids Exploring Writing*- was also identified in order to address our writing instructional goal. We have chosen this writing program which uses lessons that meet and reinforce the educational writing standards and objectives similar to those that are required by our state standards. This program concentrates on the area of Narrative Non-Fiction writing. We have also implemented The *Rewards Program*® with our SETSS students. This program is a supplemental program which addresses decoding, fluency, vocabulary, comprehension, test-taking skills, content-area reading and writing, word choice and sentence writing and revision.

We have identified a program entitled English Now! for our beginners as per their NYSESLAT results. English Now! A/B is an ESL Program especially designed for language learners who are acquiring proficiency in English. The goal of English Now! is to accelerate ELLs' reading of grade level or near grade level texts to be able to read orally with fluency, ask and answer questions and orally retell a story.

We have created and commenced implementation of the school-wide writing initiative that is mentioned on our goal on page 17 of this document.

In order to foster academic rigor, we have also implemented a study group on higher level thinking and questioning led by our literacy coach using the book titled, Asking Better Questions by Norah Morgan and Juliana Saxton (2<sup>nd</sup> Edition, Pembroke Publisher Limited, 2006).

For our eighth graders we have implemented a web-based program titled The Writing Assessment Program (WrAP). WrAP provides results through; a student writing sample based on a standardized prompt provided by ERB, evaluation of student writing, including knowledge of grammar and writing conventions, by two writing experts, five levels of testing, with varying modes of discourse and scoring standards. These developmentally appropriate sequences align with classroom practice, aligned to the Common Core State Standards.

For our Kindergarten through second graders we will begin implementation of a Spanish program titled, *Estrellitas*. This program helps increase phonics and phonemic awareness skills in the Spanish language. Training for this program will commence in January 2011.

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.

**The 10 percent Title 1 funds have been identified in order to provide professional development for our teachers across the content areas by our Assistant Principal. Professional development is provided as a result of the teachers needs assessment survey, which is completed at the beginning of the school year. Additionally, we use these funds for our 100 Book Challenge professional development sessions and staff developers who demonstrate lessons and also provide insight on ratio of teacher directed instruction, grouping and decision making based on student needs.**

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

**Teachers with less teaching experience have been identified and matched with more seasoned teachers. Our in-house mentor program allows for common planning, inter-visitations, debriefing sessions and sharing best practices.**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**Parents were initially informed of our SINI status through parent letters. Our Parent's Association and Parent Coordinator revisit and up date information at monthly PA meetings, as well as through weekly School Leadership Team meetings. Meetings are held in a language that parents understand allowing for them to engage in conversation.**

**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.

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

**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>

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**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.)

**There is one student who is currently attending our school in temporary housing.**

2. Please describe the services you are planning to provide to the STH population.  
**Our school guidance counselor ensures that all students in temporary housing receive full-fare metro cards. The school guidance counselor meets with parents and students in temporary housing in order to advise on services that are available to them within the school and also services within the community. As we are a uniform school, students in temporary housing whose parents are unable to buy the uniform are excused or on occasion they are provided a complimentary uniform.**

**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)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 018 Park Terrace					
<b>District:</b>	6	<b>DBN:</b>	06M018	<b>School</b>		310600010018

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	0	0	0		92.7	94.1	93.1
Kindergarten	20	46	34				
Grade 1	35	30	46	<b>Student Stability - % of Enrollment:</b>			
Grade 2	35	43	32	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	55	36	41		89.7	91.7	88.8
Grade 4	49	51	43				
Grade 5	41	47	47	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	55	44	48	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	54	50	53		87.1	90.1	90.1
Grade 8	47	51	53				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	36	2
Grade 12	0	0	0				
Ungraded	1	4	5	<b>Recent Immigrants - Total Number:</b>			
Total	392	402	402	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					29	25	31

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	10	21	23	Principal Suspensions	28	7	5
# in Collaborative Team Teaching (CTT) Classes	1	0	0	Superintendent Suspensions	7	5	4
Number all others	18	21	20				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	206	14	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	169	187	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	4	3	TBD	Number of Teachers	36	33	31
# ELLs with IEPs	5	20	TBD	Number of Administrators and Other Professionals	12	11	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	6

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
	6	1	8	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.6	63.6	77.4
				% more than 5 years teaching anywhere	63.9	51.5	64.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	70.0	83.9
American Indian or Alaska Native	0.3	0.2	0.0	% core classes taught by "highly qualified" teachers	96.9	96.6	100.0
Black or African American	0.5	1.2	0.5				
Hispanic or Latino	98.0	97.3	98.5				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.5				
White	0.8	0.7	0.5				
<b>Male</b>	45.4	49.0	47.8				
<b>Female</b>	54.6	51.0	52.2				

#### 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

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	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:

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

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	v	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	54.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	12.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>6</b>	District <b>06</b>	School Number <b>18</b>	School Name <b>PS 18 Park Terrace</b>
Principal <b>Connie Mejía</b>		Assistant Principal	
Coach <b>Natalie Jackson-Literacy</b>		Coach <b>Jaime Pérez Math</b>	
Teacher/Subject Area <b>Candida Cabrera Bil. Coord.</b>		Guidance Counselor <b>Rosemary Salce</b>	
Teacher/Subject Area <b>Coral Zayas Math/Sc.</b>		Parent <b>Rosa Sandoval</b>	
Teacher/Subject Area <b>Susana Temprano Math 8<sup>th</sup> gr.</b>		Parent Coordinator <b>Alina Reyes</b>	
Related Service Provider <b>type here</b>		Other <b>Altagracia Diaz NLA</b>	
Network Leader <b>type here</b>		Other <b>Nikki Mileos ESL</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>14</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>6</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>402</b>	Total Number of ELLs	<b>226</b>	ELLs as Share of Total Student Population (%)	<b>56.22%</b>
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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.

#### Identifying English Language Learners (ELLs) in School:

As parents come to enroll their children in our school, our Parent Coordinator, the Family Worker, and the Bilingual Coordinator explain that our school is officially a Dual Language School (Spanish and English) grades K-8th. The program will be explained in Spanish to those parents who speak only Spanish. We also have two self-contained Special Education, monolingual classes (1-3 grades and 5-7 grades) where students receive ESL support by a licensed ESL teacher if it is part of their IEP.

Parents who are enrolling their children for first time in New York Public Schools are required to complete the Home Language Identification Survey (HLIS), which contains questions about the language used at home with caregivers, siblings, and peers. In order to ensure parents fill out the HLIS survey form and the Parent Selection Program, the Bilingual Coordinator, who is a licensed bilingual teacher, sits with them and explains how to fill it out. We request that parents submit it at the time the child is being registered or bring it with them before the child enters school. Some schools do not return it when they send the cumulative record card of transferring students and it is very difficult to obtain it from the previous school. In these cases, we have to request that the parents fill another form. If the home language is identified as other than English, the Bilingual Coordinator administers the LAB-R in English and Spanish (which measures the listening comprehension and speaking skills for the K-2 students and reading and writing for 3-8 grade students) either the same day the student has been enrolled or within 10 school days. The LAB-R results will determine if students are entitled to bilingual/ESL programs and services. Students who are entitled will be re-evaluated annually during the months of April and May in the English language. The New York State English as a Second Language Achievement Test (NYSESLAT) will be administered to determine if the student with limited English proficiency continues to be limited English proficient, based upon the student scoring below a state designated level of proficiency on the NYSESLAT. Students will continue to be evaluated annually until they achieve proficiency on the NYSESLAT. As students test out of LEP status, they will receive support services and testing accommodations for the next two years.

#### Program Choices for Parents:

Parents are invited to watch the "Orientation video for Parents of English Language Learners" by the NYC Department of Education, presented by Joel Klein, Chancellor in English and Spanish, where the different programs are explained. If parents cannot watch the video for whatever reason, they will be invited at their convenience to a parent orientation, where they will view and discuss the video. After this information is explained to the parent, the parent will decide which program is best suited for his/her child. Parents are also notified that during spring the NYSESLAT will be administered to all ELL students to determine whether they will continue to qualify for ELL services. This year, the parents of all of our newly admitted students and transferred students have selected the dual language model. Most of them have heard about our program through other families, so they are aware of our dual language model. During the spring, we also inform the community of our program by posting literature.

#### Letters and Forms:

The Bilingual Coordinator continues to keep parents informed of service options throughout the following letters: Parent Survey, Program Choice form (she assists parents if they need any help understanding the questions), Entitlement Letter, Non Entitlement Letter, Placement Letter, Continued Entitlement Letter, and Non-Entitlement/Transition Letter. The Bilingual Coordinator has parents fill out the Parent Survey and Program Choice, when they come to enroll their child/children to school on the same day. If for any reason a parent is unable to complete these forms, they may fill them out later and we follow up with phone calls until they are returned to school. If a parent selects another program, then we would provide them a list of other schools in our community who have their selected program.

#### Student Placement:

Once students are enrolled in our school, they are placed in a dual language classroom according to the class size. Since we have two classes per grade, we place children heterogeneously by language proficiency. Each class has ELLs that are beginners, intermediate, advanced and proficient students. However, if ELL students are enrolled in the 12:1:1 self-contained Special Education classes, parents know that they are going into this setting according to their IEPs. These students receive ESL services, provided by a licensed ESL teacher, if it is required by their IEP.

#### Trends in Program Selection:

Since we have been doing dual language for approximately eight years, parents are usually aware of our program before they come. This is evident by the fact that parents increasingly select the dual language program throughout the years. This school year the parents of all our newly admitted students selected dual language.

#### Aligning our Program with Parents' Requests:

Our school is officially a dual language school, so parents who enroll their children in our school must have chosen dual language. If they choose another program, we inform them of other area schools that have the program they selected.

# 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	2	2	2	2	2	2	2	2	2					18
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>			1				1							2
<b>Total</b>	2	2	3	2	2	2	3	2	2	0	0	0	0	20

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	226	Newcomers (ELLs receiving service 0-3 years)	88	Special Education	8
SIFE	35	ELLs receiving service 4-6 years	59	Long-Term (completed 6 years)	26

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	
<b>TBE</b>										0
<b>Dual Language</b>	115	28	4	59	7	2	26	0	3	200
<b>ESL</b>			2						1	0
<b>Total</b>	115	28	6	59	7	2	26	0	4	200

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

**Number of ELLs by Grade in Each Language Group**

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

**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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	23	3	19	9	23	1	20	13	25	18	25	21	23	15	24	21	16	37	198	138
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>23</b>	<b>3</b>	<b>19</b>	<b>9</b>	<b>23</b>	<b>1</b>	<b>20</b>	<b>13</b>	<b>25</b>	<b>18</b>	<b>25</b>	<b>21</b>	<b>23</b>	<b>15</b>	<b>24</b>	<b>21</b>	<b>16</b>	<b>37</b>	<b>198</b>	<b>138</b>

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>246</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>177</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1	1			1							3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

## 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.

**Delivering Instruction:**  
 Our school is a 50-50 dual language model. From Kindergarten to fifth- grade we have a Spanish classroom and teacher and an English classroom and teacher. Each grade level is made up of two heterogeneous classes who switch classrooms every other day. Students spend a complete instructional day with the Spanish teacher followed by a complete instructional day with the English teacher. Classrooms are

color-coded. The Spanish rooms have red paper on their bulletin boards and teachers write with red markers. The English rooms have blue paper and blue writing. All of our Spanish-day teachers are licensed Bilingual teachers.

The middle school (6-8) follows a 50-50 model that is composed of two-week cycles. Every content area is taught in Spanish for two weeks and then in English for two weeks. The subjects are also color coded by language. For example, the 6th grade math teacher has a red (Spanish) side and a blue (English side) in the classroom. The classes travel together as they switch subjects.

The Special Education students who are in a 12:1:1 self-contained setting are pulled out by the licensed ESL teacher in accordance to their IEP requirements.

**Staff Organization:**

Bilingual teachers are licensed to teach the Spanish component of dual language in the elementary grades. Most of our content area teachers in the middle school are licensed to teach bilingually. In case that there is a monolingual teacher, he/she switches instructional groups with a bilingual teacher every two weeks. For example, in the seventh grade there is a Spanish math teacher and an English math teacher who switch groups every 2 weeks, ensuring that all students receive 50% of their instruction in each language in a 4-week period.

**Language Development:**

Elementary school teachers plan together during common prep periods in order to assure that they are supporting students' needs. They build units of study together taking into consideration the content standards as well as the linguistic characteristics of each language. They look at and analyze their students' current and available data to provide support or challenges where needed. In order to make content comprehensible, teachers embed vocabulary, model, use realia, differentiate learning groups, scaffold, use technology (Smart Boards and computers in the classrooms), and encourage critical thinking skills by asking higher-level thinking questions, thus enriching language development.

**Differentiating Instruction for Subgroups:**

Teachers use assessments in order to create differentiated instructional groups throughout the school day for all our students. Students may be grouped by ability, interest, learning style, or language proficiency for particular tasks.

SIFE- Most SIFE lack academic proficiency in their native language as well as in the content areas. The Bilingual Coordinator identifies these students at the time of enrollment. Teachers differentiate instruction in order to support these students' needs. Spanish teachers reinforce vocabulary development and writing mechanics in the native language. English teachers use realia and modeling to scaffold these students' academic achievement. Manipulatives are very useful during content area instruction, such as math and science, in order to provide visual and tactile support, as well as create opportunities for language usage.

Newcomers- Newcomers are usually also addressed by the services provided to SIFE students. Teachers assess their prior knowledge and they receive support during the literacy and math periods according to their needs. Newcomers benefit from direct instruction, modeling, and interaction with their peers. As they are welcomed into the classroom, the teacher may assign a 'buddy' or group of 'buddies' to help the newcomer student learn the class routines and adapt to the school culture.

ELLs receiving services for 4-6 years- These students benefit from our reading program, 100 Book Challenge, which allows them to read high-interest books at their own level in English and Spanish. Teachers frequently assess them using running records (IRLA and ENIL) and comprehension questions in order to identify their needs. They also benefit from having proficient peers in their heterogeneous classes who model language use.

Long-Term ELLs- All of our current, long-term ELLs are students who were born and raised in New York City. Assessments show that they struggle in most academic areas. They also benefit from our reading program, 100 Book Challenge, as it allows them to select high-interest books at their own reading levels. These students tend to prefer interacting and producing work in English, so teachers have to encourage them to develop their native language, Spanish, by creating engaging activities and projects. These students benefit from interacting with their English-proficient and Spanish-proficient counterparts.

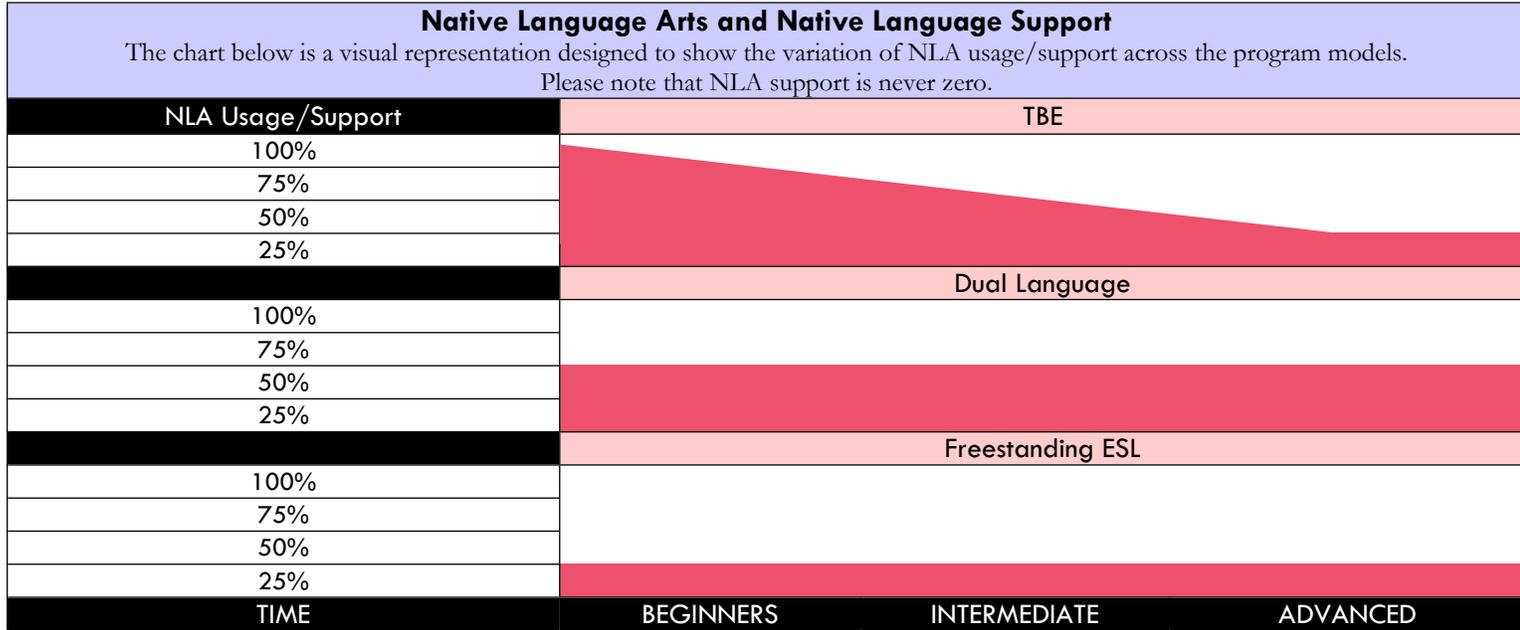
Special Needs- Teachers regularly differentiate instruction to meet their students' needs. Teachers become familiar with IEPs at the beginning of the year and are expected to familiarize themselves with the goals of their Special Education students. Many strategies such as small-group instruction, manipulatives, direct instruction, and modeling are used to scaffold academic achievement. These students benefit from our reading program, 100 Book Challenge, as it allows them to select engaging books at their levels. This program is used both by our dual language classes, as well as by the self-contained (12:1:1) classes. Special Education Teacher Support Services (SETSS) are provided by a licensed Special Education teacher either in their classrooms or in a separate location, according to students' IEPs.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

**Targeted Intervention:**

**SIFE-** Our school has a second person in the classroom during the literacy periods as academic intervention (ISP). This person focuses on aiding students who are below grade level, who often include SIFE. The second person may also come into a classroom during a content area. For example, the sixth-grade has a second person (paraprofessional) who assists new arrivals and SIFE during mathematics. The math coach works with SIFE students before school and occasionally pulls them out during non-content area periods. These students are invited to stay for the 37.5 minutes of extended day in order to receive small-group instruction reinforcing the day's lesson. SIFE are also invited to the Title III, after school and summer school programs according to their English proficiency. All our students are entitled to SES services at their parents' request.

**Newcomers-** Newcomers receive similar intervention as SIFE. Teachers evaluate their students' levels in reading, writing, and math in order to recommend the appropriate services. The ISP may work with these students as part of their targeted group. These students are also invited to participate in our Title III after school and summer school programs. Although they are exempt from taking the ELA State Test for their first year in the country, teachers help students become familiar with testing procedures during extended day (37.5 minutes at the end of Monday thru Thursday). All our students are entitled to SES services at their parents' request.

**ELLs receiving services for 4-6 years-** These students are invited to participate in our Title III after-school program for Intermediate and Advanced level ELLs. According to their academic development in the content areas, they may also be invited to other intervention or after school programs such as the Fun Club, extended day, Voyager, Read Well, Time for Kids Exploring Writing, Rewards Program, or SES programs.

**Long-Term ELLs-** These students usually struggle in many areas. Some have been identified as at-risk students in need of academic intervention services such as the ISP, extended day, Voyager, Read Well, Time for Kids Exploring Writing, Rewards Program, and Supplemental Educational Services (SES). They are also invited to the Title III after school program.

**Special education ELLs-** Besides having a licensed, Special Education teacher in the classroom or as part of the SETSS program depending on their IEP mandates, these students are also considered for intervention programs according to their individual needs and goals. These programs include the Time for Kids Writing, Rewards and Read Well programs. They may also participate in after-school programs such as Title III, the Fun Club, or SES programs.

**Transitional Support:**

After reaching English proficiency on the NYSESLAT, students are entitled to 2 more years of testing accommodations. Because this is a dual language school, students will continue to receive instruction in both Spanish and English. This allows the students to make connections between the languages and continue transferring skills across them. At this point, the program becomes an enrichment opportunity and teachers challenge students to continue achieving at high levels.

**New Programs and Improvements:**

This year we are using the Read Well, Rewards, and Time for Kids Writing programs for the first time in order to support language development for our ELLs. Title III is also using new materials called Best Practices in Reading, which is a content-rich reading and writing program. The Fun Club was recently restructured in order to provide more homework help and a greater variety of activities which include yoga, forensic science, and the production of a newspaper.

**Equal Access to School Programs:**

Our school has a large ELL and former ELL population. Since we are a dual language school, most of our staff members are bilingual. Most of our programs are offered in Spanish and English. ELL students are part of every program we offer. From our reading program, 100 Book challenge, which has many levels of books available in either language, to our after school programs like the Fun Club, which is staffed with bilingual adults, and Title III which is offered at different ELL levels (a beginner group and an intermediate-advanced group by grade level), we always plan programs with our ELLs in mind.

**Instructional Materials:**

Most classrooms are equipped with Smart Boards and digital projectors in order to engage students with technology. More Smart Boards have been ordered, with the goal being that every classroom has a Smart Board. This year we also purchased a package of interactive lessons for the Smart Boards that correspond to the ELA and Math performance indicators of each grade level. In addition, we have five computer carts with classroom-sets of laptops that can be accessed by teachers to promote student engagement and technological development. Classroom teachers have some desk-top computers in their classrooms. Mathematics manipulatives like pattern blocks, cubes,

clocks, calculators, rulers, protractors, flashcards, and Everyday Math games are available in each classroom in order to facilitate comprehension and promote language experiences. Science kits are also available with materials for whole-class experiments and demonstrations. We also opened a state of the art science laboratory last year. Students in the seventh and eighth grade regularly meet for class there and third and fourth grade classes are also scheduled to receive instruction there once a week. Teachers also received new, social studies trade-book sets that correspond to their units of studies. All classrooms use the 100 Book Challenge program for their reading instruction as well as the workshop model for reading and writing.

**Native Language Support:**

Since our school follows a dual language model, students receive 50% of their instruction in English and 50% in Spanish throughout the whole year regardless of their language proficiency. More support is provided for new arrivals and SIFE students as explained above. Special Education students who are in the self contained classes receive support as required by their IEP.

**Services according to Ages and Grade Levels:**

Since our school follows a dual language program model, our ELLs are placed in heterogeneous language-proficiency classes. Students are taught according to their grade level standards, not their language level. Teachers differentiate instruction and may use homogeneous language groups within their classes for particular lessons in order to promote comprehension. Nonetheless, curriculum materials are available in both languages by grade level.

**Programs Before the Beginning of the School Year:**

Our school does not offer a 'jump-start' program. However, we do offer Title III after school and summer school programs as well as many other supplementary services like the Fun Club and SES programs.

**Language Electives:**

Our school focuses on the development of Spanish and English. No other languages are offered.

### 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)?

**Instructional Time and Language:**

Our school follows a 50-50 model of dual language from Kindergarten to eighth. With the exception of our self-contained (12:1:1) classes, all students receive half of their instruction in English and half in Spanish.

**Integration of EPs and ELLs:**

Students are placed in heterogeneous classes and they remain with these classes throughout the whole year. ELLs and EPs remain together for all content area instruction. Some activities may be differentiated by language levels by the teachers as needed.

**Instructional Language:**

Our school is a 50-50 dual language model. From Kindergarten to fifth grade we have a side-by-side program with a Spanish classroom and teacher and an English classroom and teacher. Each grade level is made up of two heterogeneous classes who switch classrooms every other day. Students spend a whole instructional day with the Spanish teacher followed by a whole instructional day with the English teacher. Classrooms are color-coded. All of our Spanish-day teachers are licensed Bilingual teachers.

The middle school (6-8) follows a 50-50 model that is composed of two-week cycles. Every content area is taught in Spanish for two weeks and then in English for two weeks. The classes travel together as they switch subjects.

The Special Education students who are in a self contained (12:1:1) setting are serviced by the licensed ESL teacher in accordance to their IEP requirements.

**Emergent Literacy:**

Literacy is developed simultaneously in both languages as students switch every other day.

### 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.

**Professional Development:**

Teachers at PS/IS 18 constantly attend workshops and professional development sessions in order to improve their practice.

-The 100 Book Challenge reading program (American Reading Company) provides about 10 full days of staff development at our school. This training is conducted in both languages, according to the teachers who participate. During these days consultants may model lessons, assist teachers in assessing students' needs, interpret student data, and train teachers on using the program materials.

-The literacy coach will meet with each pair of grade-level teachers in order to align the writer's workshop units of study to the ELA standards and also to model lessons. Teachers use their students' data to scaffold writing instruction for ELLs.

-The ESL teacher also provides professional development to all ELL teachers throughout the year for a total of 10 hours per year.

-Content area teachers often attend workshops throughout the year. These workshops are provided by our network (CFN Network 601), BETAC, and the Office of English Language Learners.

-Some teachers from our school, along with the principal, also attend the NYSABE yearly conference.

**Staff Support:**

At the beginning of each school year, teachers are provided with their students' NYSESLAT scores, language proficiency, reading levels, state tests scores, reading levels, and recommendations for extended day from the previous year. This helps them plan and design curriculum activities that will support academic language.

**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?

**Parental Involvement:**

At PS/IS 18 we make many efforts to accommodate the needs of our students' families and engage them as partners of our children's education. In order to maintain parents well informed of our school programs, we hold monthly Parent Association meetings. The parents who participate are mostly parents of ELLs and some parents of former ELLs since our school enrollment is predominantly made up of this population. One of the first tasks of the Parent Association is to distribute and collect a parent survey where parents number their preferences for workshops we may offer throughout the year. This needs assessment is translated into Spanish in order to include all families. During the school year, the Association offers workshops according to the responses of parents. Last year, the parents noticed that our principal was very talented at sewing, so they asked her to teach them. Through the Parent Association, she held a few sewing workshops for interested families.

Another way we keep parents involved is through the Title III program. The Title III program provides monthly parent workshops throughout the year. Topics include ELA and Math testing information, introduction to Aris Parent Link, NYSESLAT familiarization, and how they can help their kids to be successful at school. Title III also sponsors cultural events for parents, which last year included an outing to El Repertorio Español Theater. We encourage participation by providing Metro cards and refreshments for participants.

The Washington Heights Inwood Coalition (WHIC) is the community organization that organizes our after school Fun Club. They also provide programs for the parents of our students. One such program is English classes on Tuesdays and Thursdays at a nearby school.

The Learning Leaders Volunteer organization comes in to train parent volunteers so that they can assist in classrooms and other areas of the school.

Another way we ensure to be inclusive of all parents is by providing a bilingual staff member to translate for monolingual teachers during Meet the Teacher Night and Parent-Teacher conferences (translation services).

Parents are also invited to many school assemblies and they even participate with their kids. Assemblies are usually held in Spanish with staff members translating for the few English-speaking parents. They are invited to field trips, class project presentations, and awards ceremonies.

## 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)	14	18	11	6	9	6	6	10	8					88
Intermediate(I)	0	4	9	16	8	8	5	5	4					59
Advanced (A)	13	0	4	3	12	11	14	11	7					75
Total	27	22	24	25	29	25	25	26	19	0	0	0	0	222

NYSESLAT Modality Analysis														
Modality	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

Aggregate														
LISTENING/ SPEAKING	<b>B</b>		2	2	0	1	5	3	3	1				
	<b>I</b>		5	5	0	1	3	1	3	2				
	<b>A</b>		3	7	6	9	2	7	10	5				
	<b>P</b>		8	9	15	17	17	13	12	11				
READING/ WRITING	<b>B</b>		14	11	1	2	6	4	6	5				
	<b>I</b>		4	7	17	8	8	4	6	4				
	<b>A</b>		0	4	2	13	10	14	10	7				
	<b>P</b>		0	1	1	5	3	2	6	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	13	3	1	24
4	9	11	1	0	21
5	5	14	1	0	20
6	8	12	0	0	20
7	7	10	0	0	17
8					0
NYSAA Bilingual Spe Ed			2		2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	3	3	8	1	6	0	6	27
4	1	7	8	7	2	2	0	0	27
5	0	2	6	12	7	4	2	0	33
6	0	2	4	12	1	9	0	1	29
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	6	2	2	11	2	2		25
8	2	4	2	6	3	1			18
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	2	2	5	0	12	1			22
8	10	7							17
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	13		13	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	36	52	10	4	38	51	14
Chinese Reading Test								

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

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

#### Early Literacy

We use ECLAS-2 and El Sol to assess our students' literacy development in Kindergarten, first, second, and third grades. Across the board, we see that students are below grade-level benchmarks in the areas of phonemic awareness (K), decoding, reading comprehension, and writing. This suggests that they need greater exposure to standard Spanish and English usage. They need more opportunities to interact in each language as well as a scaffolded approach to phonemic awareness, phonics, and vocabulary. This is accomplished with Reading Reform, Ortho Gilligan based approaches to phonemic awareness and phonics activities. In order to support greater comprehension, they must be exposed to a variety of literary genres and response to literature tasks. Differentiated cooperative learning groups would also provide them with multiple language experiences. At these grade levels, teacher-modeling, interactive writing, shared writing, and independent writing opportunities will enhance their on-task, writing rigor. Additionally, we try to use New York City's vast multi-cultural, scientific, and historical resources to enrich our students' experiences through trips.

#### NYSESLAT Proficiency Levels

The data shows that although most students come into Kindergarten as ELLs, most of them have transitioned into English proficiency by 8th grade. We have many newcomers who continue arriving throughout the year. Many of them are SIFE, which explains the mixed proficiency level in the higher grades.

#### Modalities:

Most of our Advanced ELLs are achieving proficiency at listening, speaking, and reading, while not being able to test out of ELL status because of the writing tasks of the NYSESLAT. For this reason, the school as a whole is focusing on improving writing instruction. The second person (ISP) in the classroom will usually focus on students' writing. Also, teachers will be participating in Collaborative Inquiry Teams (PLTs) in order to identify the strengths and weaknesses of our students writing. They will be implementing strategies to advance student achievement in this area. This will also be important as we integrate the Common Core Standards, which emphasize critical writing skills.

#### Patterns Across Proficiencies and Grades:

Most of our ELLs scored at level 2 on their ELA State Test. Thirty-six of them scored at level 1. However, most of our ELLs scored in the third quartile on the Spanish Reading Test (ELE). We have seen an increase in newcomers in the middle grades, which might explain this disparity. Some of them also fall into the SIFE category.

Most of our ELLs opted to take their State Math Test in Spanish. Sixty-five percent of the ELLs who scored a level 3 took the test in Spanish. Seventy-seven percent of the students who scored a level 4 in their State Math Test took it in Spanish. However, this only represents thirty-five percent of our ELLs. Sixty-five percent of them scored below grade-level standards. This data is coherent with our school wide (ELL and EP) results, as seen on the needs assessment portion of the CEP.

ELLs who took the State Science and Social Studies Tests in English did better overall than those who tested in Spanish.

ELL Periodic Assessments are not used in our school, as we believe that students are tested enough for teachers to gather sufficient data to analyze and plan. Teachers use NYSESLAT or LABR scores, E-CLAS, ELA results, Interim ELA Assessments, IRLAs and running records, and classroom observations to identify students' strengths and needs. ELLs are also serviced by the Title III after school program, where their results are further analyzed and their needs addressed. We continue using a 50-50 model because we believe that by strengthening their native language, they will also develop their English skills.

#### EPs in the Dual Language Program:

Throughout the year, teachers assess all students in both languages. Students also take the ELE in the spring in order to monitor their development. Most of our EP students (47%) scored in the third quartile. The results from ELLs and EPs on the ELE test are very similar, leading us to see that students are becoming English proficient while also fully developing Spanish proficiency. EP students tend to do better on state assessments. This is usually attributed to the time they have spent in the country as opposed to the many ELL students that have only been here for a couple of years (115 are 0-3 years, 59 are 4-6 years).

#### Program Success:

We see that our program is successful because ELLs show growth throughout the years and as they transition out of LEP status, they are able to perform well in English and Spanish. This is our first year with the whole school being dual language as our first dual language class has come up to the eighth grade. Our dual language program students have much better results than our former transitional bilingual students do, especially in ELA.

## 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		