



**JOHN PETER ZENGER PUBLIC SCHOOL 18**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (DISTRICT 7/ BRONX/ 07X018)**  
**ADDRESS: 502 MORRIS AVENUE, BRONX, NY 10451**  
**TELEPHONE: (718)292-2868**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 18 **SCHOOL NAME:** John Peter Zenger

**SCHOOL ADDRESS:** 502 Morris Avenue

**SCHOOL TELEPHONE:** (718)292-2868 **FAX:** (718)292-2862

**SCHOOL CONTACT PERSON:** Jasmin Varela, Principal **EMAIL ADDRESS:** JVarela@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CO-CHAIRPERSONS:**

Jasmin Varela, Principal  
Michelle Nelson, Vice Principal

**PRINCIPAL:**

Jasmin Varela

**UFT CHAPTER LEADER:**

Marie Sarabia

**PARENTS' ASSOCIATION PRESIDENT:**

Cynthia Robinson

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

N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 7 **CHILDREN FIRST NETWORK (CFN):** 203

**NETWORK LEADER:** Dan Feigelson

**SUPERINTENDENT:** Yolanda Torres

**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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
* <b>Jasmin Varela</b>	*Principal or Designee	
* <b>Marie Sarabia</b>	*UFT Chapter Chairperson or Designee	
* <b>Cynthia Robinson</b>	*PA/PTA President or Designated Co-President	
Michelle Nelson	<i>Assistant Principal</i>	
<b>Ana Rivera</b>	Title I Parent Representative ( <i>suggested, for Title I schools</i> )	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Amy Frattarola	Member/Lower Grade Elementary/Teacher of Special Needs	
Sophy Aponte	Member/Upper Grade Elementary/Teacher of Special Needs/ ELLs	
Deborah Birnbaum	Member/Upper Grade Elementary Teacher	
Tiffany Mattocks	Member/Parent	
Kim Thomas	Member/Parent	
Sharlenne Calcano	Member/Parent	
Nathan Wythe	Member/Parent	

(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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The John Peter Zenger Public School 18 (P.S. 18X) is located in the Mott Haven section of the South Bronx. The building was erected in 1951 with 30 classrooms. Our pre-kindergarten through grade 5 elementary school serves a diverse student population. In Kindergarten through fifth grade, we have a Bilingual Transitional Education Class and a Collaborative Team Teaching Class –with the exception of grade 3. This structure was implemented to support all learners.

We are a growing, learning institution dedicated to achieving high standards of academic excellence for all of our students. The P.S. 18X school community believes that every child can learn at higher levels, if they are held to higher standards, and if they are supported by their teachers, parents and the community. Our efforts are focused on ensuring that every child who is educated in our balanced learning environment will be able to demonstrate what has been taught and learned in real-life situations, extending beyond the classroom setting.

We offer extensive enrichment activities for our students, such as the Renzulli Program, Headsprout Comprehension Program, Imagine Learning English, College Now SETs Math Competition, Drama Club, Poetry Club, Chess in Schools, Honors Arts Program and 21<sup>st</sup> Century Afterschool program that includes an affiliation with the CBO, East Side Settlement. We also know the importance of student participation in organized sports and physical education games. Therefore, we offer a variety of extra-curricular activities, to include: Dance, Boy Scouts, and a recently awarded grant through Disney Theatrics.

In trying to promote health and wellness to our students and parents, we have partnered with Bronx Health Reach. Through **The New York City Coalition Against Hunger** they started a new community supported agriculture (CSA) program through its project “The South Bronx Farm Fresh Initiative.” Also, through **The United Federation of Teachers** we will be involved in “Healthy Schools, Healthy Communities” to promote physical activity and healthy eating to public school students, teachers and parents. The healthy eating portion, called CookShop (through the NYC Foodbank), will be implemented in Pre-K – 2<sup>nd</sup> grade and with parents once a month. In the spring, we will implement a program called Move to Improve Fitness in K – 3 classrooms, where children will have the opportunity to learn more about fitness. Finally, in order to teach our students to be more environmentally aware, we have partnered with Junior Energy. Junior Energy's mission is to work in classrooms and schools to help children discover how they can positively impact the planet by engaging their parents, family, friends and neighbors in small, simple actions.

However, the cornerstone of our current educational program is literacy. As a school affiliated with the *Teachers College Reading & Writing Project*, we have been able to implement a coherent curriculum to develop skilled readers and writers, along with increased professional development for staff. The thrill of a compelling book, the power of the written word, the satisfaction of understanding and using language to share ideas with others; skilled readers and writers who meet high academic standards enjoy these rewards of literacy. This is what we strive for at P.S. 18X.

Hard work and dedication has led us to many accomplishments. P.S. 18X showcases its talents by participating in various contests. Members of the P.S. 18X Art and Poetry Club entered their compositions in the Art and Poetry Contest sponsored by the Water Conservation Department of the DEP. In 2010, two of our fifth graders won city-wide in both the 2010 Water Resources Art and Poetry Contest. Students also participated in the citywide Art contest. Our student was a city-wide winner and entry received honorable mention and was on display at the Donnell Library, as well as Art & Design High School. In 2010, we also had ten students enter the citywide Daily News Spelling Bee competition. We were honored to have three students progress to the semi-final round and one student compete at the final round of the competition. In 2010, we were selected from among 90 schools to participate in the rigorous screening and interviewing of the Disney Production for *The Jungle Book KIDS*. Our school was the only public school in the Bronx selected to participate. Our students performed at the school for the premiere of *The Jungle Book KIDS* and on June 15, 2010, our students performed on Broadway, at The New Amsterdam Theater. The school's efforts have afforded us with a second year of collaboration with Disney Theatrics. In 2010-2011, our students will be piloting Disney's *Winnie the Pooh*.

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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>	PS 18X/ The John Peter Zenger School				
<b>District:</b>	7	<b>DBN #:</b>	07X018	<b>School BEDS Code #:</b>	32-07-00-01-0018

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2007-08	2008-09	2009-2010	(As of June 30)	2007-08*	2008-09	2009-2010		
Pre-K	18	18	36		91.2	92.8	91.4		
Kindergarten	87	72	86						
Grade 1	68	70	87	<b>Student Stability: % of Enrollment</b>					
Grade 2	87	74	65	(As of June 30)	2007-08	2008-09	2009-2010		
Grade 3	87	82	77		93.2	93.2	93.4		
Grade 4	87	82	86						
Grade 5	86	74	85	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2009-2010		
Grade 7	0	0	0		80.4	80.4	80.9		
Grade 8	0	0	0						
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	2009-2010		
Grade 11	0	0	0		12	6	7		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-2010		
Total	525	475	522		6	5	6		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2007-08	2008-09	2009-2010		
Number in Self-Contained Classes	35	30	34	Principal Suspensions	4	0	12		
No. in Collaborative Team Teaching (CTT) Classes	0	21	22	Superintendent Suspensions	7	0	3		
Number all others	35	33	31						

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-2010
(As of October 31)	2007-08	0	0	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	65	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	34	27	35	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	12	10	11	(As of October 31)	2007-08	2008-09	2009-2010
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	43	45	48
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	17	17	19
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	3	4	16
	0	0	0				
				<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)	2006-07	100.0	100.0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	53.5	53.3	Percent more than two years teaching in this school	53.5	53.3	64.3
Black or African American	31.9	51.2	51.1	Percent more than five years teaching anywhere	51.2	51.1	51.3
Hispanic or Latino	66.3						
Asian or Native Hawaiian/Other Pacific Isl.	0.4	72.0	89.0	Percent Masters Degree or higher	72.0	89.0	91.0
White	1.2	100.0	100.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
<b>Male</b>	51.3	52.6	54.1				
<b>Female</b>	48.7	47.4	45.9				

2008-09 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		
<b>Years the School Received Title I Part A Funding:</b>	<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			
<b>SURR School: Yes</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input checked="" type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	PFR	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	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
<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	√ <sup>SH</sup>	√	-			
Limited English Proficient	X	√	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	5	6	3	0	0	0

#### 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.

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	92.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	16.1	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	Well Developed
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

## 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.

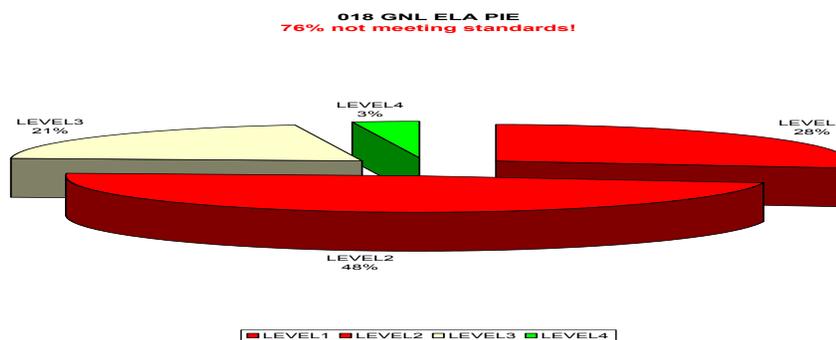
After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- 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?
- 

### What student performance trends can you identify?

When analyzing the ELA data for “all tested” students, we have experienced a slight increase in the number of level 1 and level 2 students, due to our expanding special needs population and the number of new arrivals tested over the last four years

**Table.1a.** Student performance per levels in ELA (NYS 2010) represented in a pie chart.

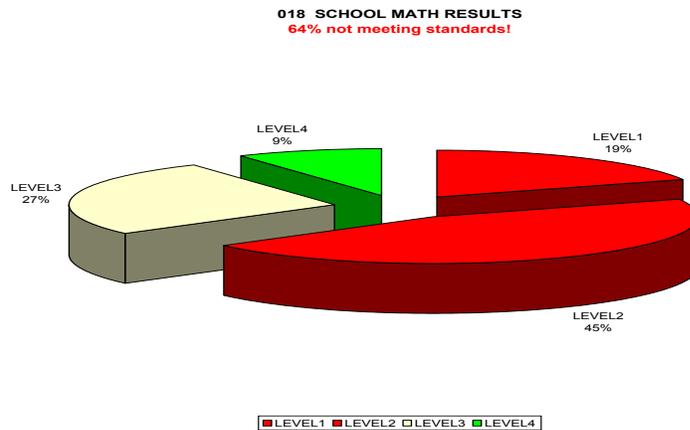


On grade 3 a majority of our students are performing evenly at levels 2 and 1. While grade 4 students are clustered at level 2, and the bulk of our grade 5 student population is performing at level 2 and 1. Overall, last year, we observed an increase of our level 1 and 2 and a reduction of our level 3 and 4 in general.

The ELA results indicate a general lack of improvement across levels 3 and 4. Therefore, we did not meet AYP in ELA in all the student groups. In the future, we need to refocus our attention to the students that are approaching the standard to prevent slippage. We also need to identify specific interventions to increase the level of achievement of our sub-group.

The overall mathematics achievement for all students tested has slightly decreased, last year. However, we met our AYP for the last six years; which places us ‘in good standing’ in the area of mathematics.

**Table 2a.** Student performance per levels in Math (NYS 2010) represented in a pie chart.



Our science data is a direct reflection of our mathematics data. We are ‘in good standing’ ever since science performance was analyzed as part of AYP. However, there is room for further advancement. There are still very few students performing at level 4. We must continue to stabilize the grade and improve delivery of instruction in the teaching and learning environment.

#### **What have been the greatest accomplishments over the last couple of years?**

Our greatest accomplishment was moving our Progress Report grade from **D** (2007) to **A** (2009) in two academic years. We received the highest increases in the area of student progress; including our high-needs student population. There was also a significant increase in the area of school environment. 82% of our parents completed their survey in 2010, compared to the 86% of parents completing the survey in 2009. Also, 66% percent of our teachers completed their survey in 2010; an increase from the previous year of 36%. Our efforts to improve student attendance were also evident. In 2008 we closed the year with an 89% rate of attendance. However, in 2010 our student attendance rate increased to 91.6%. We have also achieved the status of ‘well developed’ since the inception of the Quality Review.

In 2009-2010, we continued our partnership with Turnaround for Children (TFC). TFC worked with our staff to facilitate the development of school practices to improve the conditions for teaching and learning and support students’ healthy social, emotional and academic development:

- **Education Coach** who is a senior educator that provides and has in-depth knowledge and expertise around social and emotional issues and academics.
- **Family & Community Engagement Specialist** who helps to enhance outreach and address issues that keep families from being active participants in their child’s education.
- **Student Support Social Worker** to ensure students with mental health and serious behavioral needs receive services.
- **Social Work Interns** Columbia University graduate-level interns to provide individual and group counseling to students with moderate levels of emotional and behavioral needs.

Collaborating with TFC for two consecutive years assisted us in developing a comprehensive organizational development process that will provide the entire school community with resources we could not readily coordinate on our own.

- Additionally, the Office of Special Education Initiatives continues to partner with our school to participate in their Response to Intervention (RtI) Pilot. RtI is an ongoing process of using student performance and data on student progress to guide decisions about instruction and intervention. The major premise of RtI is that intervening early can prevent academic failure. A growing body of research has shown that most students are identified as having a disability because of reading challenges. Yet, if these students receive effective instruction and intensive early intervention, they can often make large gains in their general academic achievement. Typical RtI procedures use a tiered approach of increasing interventions. *Foundations* will be used as a prevention program for all students (Tier 1) providing high-quality research-based instruction in a general education setting (Tier 1). It is implemented daily for approximately thirty minutes as part of the word study block within the Tier 1 instruction. Identified at-risk students for Tier 2 receive additional *Foundations* instruction during a Double Dose lesson 4-5 times a week for 30 minutes in groups not to exceed a maximum of 6 students (Tier 2).

We will also be working with Goldmansour and Rutherford using *Differentiated Instruction Support*. This year we have added student teachers to support classrooms. Lead Teachers, Grade Leaders and Inquiry Team Leaders will also be supporting the classrooms.

### **What are the most significant aids or barriers to the school's continuous improvement?**

The most significant barrier to our continuous school improvement is the retention of qualified, experienced teachers. Currently, half of our teaching staff has less than 5 years experience; with 25% possessing less than 3 years classroom experience. Continually starting over each academic year with a significant number of new teachers has an adverse affect on student achievement. While we have acquired very qualified individuals, nothing replaces extensive classroom experience.

Another one of our challenges is the significant increase of our special needs population over the last three years. In 2008, our special needs population represented 12% of our total student population. In 2009, our special needs population increased to 18.5% of our total student population. This increase is not a result of our in-house referral system. Most of the students are transferring in from other schools within the surrounding area. Therefore, we have 7 to 8 months to prepare students for the rigors of the grade and standardized examinations; not the 3 to 4 years we would have to prepare these students if they were to start their academic life within our school setting.

In addition, over the last several years we have not attained AYP in the area of English Language Arts due to the lack of achievement of our English language learners (ELLs). Historically, ELLs were given five years to learn, transition and test in their second language (English). However, since 2009 new arrivals are given one year to learn and transition into English, and then ultimately complete a grade level state examination. We have not been able to keep pace within our transitional bilingual program. Therefore, we are looking to move to a dual language program by applying for a grant with the assistance of the Office of English Language Learners (OELL). We expect the simultaneous teaching of both languages (English/ Spanish) with two qualified pedagogues will contribute to students acquiring the English language more rapidly and eventually increase overall achievement.

## 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.

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### **Goal Number 1**

By June 2011 all students will demonstrate progress towards achieving state standards as evidenced by a 3% increase in students scoring at Level 3 & 4 on the NYS ELA assessment.

Inquiry Team Members have compiled and analyzed informal literacy data to identify six key areas of literacy development that most students require targeted instruction with specific strategies to enhance their level of comprehension. No matter what their age, effective readers and writers use the following six strategies:

- **Monitor Comprehension** – When readers monitor their comprehension, they keep track of their thinking as they read, write and draw, listen, speak, and view. They know when a text makes sense and when it does not make sense. They also distinguish between what the text is about and what it makes them think about. They are continuously noticing, wondering, making connections, and making judgments all the time. Rather than re-telling a story, children need to interact with pictures, features, words, ideas, and with each other. This is how they come up with "big ideas."
- **Activate & Connect** – By activating prior knowledge we bring understanding to learning. Whether students are connecting, questioning, or inferring, background knowledge is the foundation to our thinking. We cannot understand what we hear, read, or view, without thinking about what we already know. In order to understand we encourage students to merger their thinking with new information –stopping and reacting as they go. By making connections to what they already know, they make sense of their new learning and newly acquired knowledge.
- **Ask Questions** – Questions spur curious minds to investigate and delve deeper. As we try to answer questions, we discover new information, and gain knowledge. Questions spur action research and an inquiry approach to learning. Instead of demanding answers, we need to teach students to ask thoughtful and insightful questions. Asking questions propels learners forward.
- **Infer & Visualize** – Inferential thinking helps learners figure out unfamiliar words, draw conclusions, develop interpretations, make predictions, and create mental images. Visualization allows learners to construct meaning by creating mental pictures in the learner's

mind. Visualizing enhances the sensory development of seeing, hearing, tasting, touching, smelling, and even feeling.

- **Determine Importance** - Once students learn to merge their thinking with the information they obtain, it's time to help them figure out what makes sense to remember. By determining importance, students learn to tell the difference between interesting details and salient information. They focus on essential information and dismiss what's not important, students learn to sort and sift information to organize it and hold on to it.
- **Summarize and Synthesize** – It's not enough for readers and writers to pull together their thinking, recall or restate facts. They need to use a variety of comprehension strategies to including asking questions, inferring, and determining what's important, to understand big ideas and “read between the lines.” Most importantly, synthesizing has an authentic purpose, all member of the class / school community view themselves as learners.

Once teachers complete their beginning of the year literacy assessments, they will analyze their class data and choose an inquiry of study to support the needs of the majority of their students. We plan to engage 90% of our teachers in at least one of the six areas of inquiry detailed above.

## Goal Number 2

By June 2011 all students will demonstrate progress towards achieving state standards as evidenced by a 3% increase in students scoring at Level 3 & 4 on the NYS Math assessment.
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- Implementation of Bloom's Taxonomy in Mathematics to inform conceptual learning of mathematics and critical thinking in the teaching and learning process:

**Knowledge:** Learn terms, facts, methods, procedures, process and concepts. For instance, state the mode, mean, median and range for the following numbers.

**Comprehension:** Understand uses and implications of terms, facts, methods, procedures and concepts. Such as, explain how to convert this fraction into a decimal.

**Application:** Practice theory, solve problems, and use information in new mathematical exercises/problems. For example, what is the area of this irregular shape?

**Analysis:** Analyze, recognize the facts and the assumptions, break or deconstruct information. For example, analyze the relationship between the X and Y axis on the graph.

**Synthesis:** Bringing all the information together in a new, creative, comprehensive way. Identify and describe the pattern sets –is an illustration of synthesis.

**Evaluation:** Set standards, review with a purpose, defend or argue based on a criteria. Describe how you solved the problem, and explain your reason for choosing the strategy that you selected -is an illustration of evaluation.

- Mathematical communication includes: discussing mathematics, reading mathematics, writing about mathematics, listening to mathematical ideas, and thinking critically about mathematics -analyzing and evaluating one's mathematical thinking and strategies, and that of others.
- The quality of student learning is related to the quality of communication between the students and the students and the teacher around content.
- Key to the communication between teacher and student is the question(s) type(s) the teacher and the students ask. Well thought out questions can yield insight into a student's thinking, as well as support further learning.
- Students should be able to use the language of mathematics to express mathematical ideas, and using manipulatives to aide in the expression of higher order and abstract ideas.
- Writing and discussion should be a part of daily mathematics instruction.
- Good solutions require more than the recall of facts or reproduction of skill sets. Mathematical responses can be represented in various ways; multi-approach.
- What students put on paper will help them to remember their thoughts. Ex: words, numbers, pictures, etc.
- Use of Exemplars to support students reasoning, comprehension and communication process.
- Students will reflect on their strengths and areas of need as mathematicians.

### Goal Number 3

Based on data from 2010 NYS ELA and Math assessment, ELL students will demonstrate 1+ year of progress by June 2011, as indicated in the Progress Report 2009-2010.

-The use of the 6 scaffolding types mentioned below will ensure that teachers are meeting students at their zone of proximal development, engaging in gradual release of responsibility in a handover-takeover relationship. The learner's role is to observe as the teacher models. Eventually leading to a shift, where the teacher serves as facilitator and observer as the learner's readiness to take-over increases.

- **Modeling**, students need to be given clear examples of what is required of them for imitation. It is crucial that the learner see and hear what is required. For instance, during a focused reading, the teacher may read the first stanza of a poem, and have students re-read.
- **Bridging**- or activating prior knowledge allows student to learn new concepts of language. Bridging allows students to realize that every day knowledge is not only valued, but promotes further development. For instance, Anticipatory Guides can be completed by students at the beginning of a new unit or topic, to assess what students already know and what they need to learn.
- **Contextualization**- Academic language is de-contextualized and situation independent, thus, in order for students to comprehend they must rely on language. By *embedding language in a*

*sensory context* by using manipulatives, pictures, films and other reliable language becomes accessible and engaging.

- **Re-presenting Text**- allows students to access content presented in various genres by transforming it into different genres. Historical essays, for example, can be transformed to a personal narrative.
- **Metacognition**- or the ability to monitor one's level of understanding requires that students manage their thinking-process. This requires: 1. consciously applying learned strategies, while engaging in activity 2. Knowledge and awareness of strategies and options and the ability to choose the most effective one 3. Monitoring, evaluating, and adjusting -during the task or procedure that is being carried out 4. Planning for the future by using an evaluation system.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 all students will demonstrate progress towards achieving state standards as evidenced by a 3% increase in students scoring at Level 3 &amp; 4 on the NYS ELA assessment.</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>	<ul style="list-style-type: none"> <li>• The Tier 1 Professional Development package from the Teachers College Reading &amp; Writing Project (TCRWP), which includes: 25 on-site all day visits from trained Project staff developers; weekly training institute for the literacy coach; monthly study groups for administrators; and 40 all day training institutes at Teachers College for teachers. The cycles are as follow: Principal’s Series, Assistant Principal’s Series, Coach Series, Teacher Study Group, New Teachers Cycle, Bilingual Teachers Cycle, Grade Leaders Cycle, 2<sup>nd</sup> Grade Teachers Cycle, and Educational Assistants Cycle.</li> <li>• Create a master schedule which allows for professional periods, weekly grade meetings, and department meeting, in addition to the 37.5 minutes for Inquiry Based Teacher-Teams to meet. This will facilitate teacher planning, inter-visitations, demonstrations, study groups, book clubs, and professional development workshops.</li> <li>• Teachers will meet as a grade and/or team during professional periods to plan and discuss implementation of effective small group instructional strategies within the reader’s and writer’s literacy block.</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>	<ul style="list-style-type: none"> <li>• Tax Levy/ Children First funds will: <ul style="list-style-type: none"> <li>Provide weekly supplemental training and study group participation for all teachers facilitated by Inquiry Teacher Teams, Lead Teachers, Grade Leaders, Teacher Center Coach, Instructional Specialists from our CFN Network, and Administrators.</li> <li>Along with the purchase of manuals, videotapes, and professional books to facilitate training sessions. <ul style="list-style-type: none"> <li>• Title I funds will support all TCRWP initiatives.</li> <li>• Title I, Tax Levy/Children First funds will allow for personnel choices and purchasing of materials.</li> </ul> </li> </ul> </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>	<ul style="list-style-type: none"> <li>• Students' Fountas &amp; Pinnel independent reading levels will move up: <ul style="list-style-type: none"> <li>➤ 3-5 levels in the primary grades K- 2</li> <li>➤ 2-3 levels in the upper elementary grades 3-5</li> </ul> </li> <li>• Students' Literacy Portfolios will include a minimum of 5-7 published pieces, along with the drafts from the writing process across various genres</li> <li>• Students will also include reflections, for the writing crafts they produce</li> <li>• Teacher assessment binders, which include: analysis of running records, informal reading inventories, 'student' observations, conferencing notes, guided grouping lists, and data from ITAs, Predictives, NYS ELA scores</li> </ul>



	<ul style="list-style-type: none"> <li>• Compiling, analyzing, and using data to inform and further guide teaching and learning.</li> <li>• Instructional unit planning and lesson planning, aligned to assessments and the national common core state standards (CCSS).</li> <li>• Creating action plans that tailor interventions for struggling and accelerated learners</li> <li>• Creating standard-based rubrics to support formative and summative student work</li> <li>• Using conferring notes to establish next steps and goal set.</li> </ul> <p>These sessions will be facilitated by Lead Teachers, Inquiry Teacher Teams, Instructional Specialists and Administration.</p>
<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>Title I, Tax Levy/ Children First funds will allow for personnel choices and purchasing of materials.</p>
<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>Teachers will gather and document evidence of students ability to:</p> <ul style="list-style-type: none"> <li>• <b>Read &amp; Interpret-</b> word problems, open-ended questions, related articles, essays, short stories, graphs, charts, timetables, etc.</li> <li>• <b>Write-</b> include content specific vocabulary, journal: quick write, free write, note-take, and reflect and self-evaluate, explain short and extended responses using a step-by-step approach to learning</li> <li>• <b>Speak-</b> include content specific vocabulary, effective communication and understanding of the concepts - in partnerships, small groups, during class presentations, and assemblies. Sessions can be video tapped, recorded, transcribed.</li> <li>• <b>Listen</b> actively- requires that the student capture the information that was share, in addition to being able to re-state, question, review, defend, refute, etc.</li> </ul> <p><b>Think Critically-</b> as mathematicians, use higher order thinking skills to question, explain and justify responses, and delve deeper to expand on that understanding</p>

**Subject/Area (where relevant):** English as a Second Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on data from 2010 NYS ELA and Math assessment, ELL students will demonstrate 1+ year of progress by June 2011, as indicated in the Progress Report 2009-2010.</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>Administrators will meet with Lead Teachers, Grade Leaders, and Inquiry Teacher Teams, to plan for content and language goals for the upcoming school year. This will include:</p> <ul style="list-style-type: none"> <li>• Implementation of research-based ESL methodologies and strategies</li> <li>• Scaffolding instruction for ELLs using the 6 scaffolding types of: modeling, bridging, contextualizing, re-presenting text, and meta-cognition</li> <li>• Scheduling professional periods &amp; common preparation periods to Facilitate planning for instruction, analyzing data and student work, etc.</li> <li>• Professional development workshops, activities, and study groups.</li> <li>• Purchasing of instructional supplies and customized on-site training.</li> <li>• Selection of Bilingual model classrooms that exhibit best enrichment practices for ELLs.</li> </ul> <p>Professional Development Workshops will focus on, but not limited to:</p> <ul style="list-style-type: none"> <li>• Using Renzulli Learning System, Headsprout, and Imagine Learning English as tools for curriculum planning and coordination of collaborative student learning groups</li> <li>• How to differentiate learning experiences to address academic diversity, according to teaching and learning styles.</li> <li>• How to modify lessons, as needed, to personalize instruction for targeted students</li> </ul> <p>These sessions will be facilitated by the Lead Teachers, Grade Leaders, Inquiry Teacher Teams, Instructional Specialists, and Administrators.</p> <p>These sessions will be facilitated by trained staff members.</p> <p>Grade wide meetings will focus on:</p> <ul style="list-style-type: none"> <li>• Providing opportunities for students to explore subject areas in depth through effective ESL methodologies and strategies, such as skits, debates, expos, cultural events, recitals, gallery walks, etc. using the 6 scaffolding types.</li> <li>• Analysis of the: How does this task scaffold students’ construction of their understanding?</li> </ul>

	<p>How does this task support growth in students' participation over time? What opportunities of oral and written language are evident?</p> <ul style="list-style-type: none"> <li>• Decisions on possible scaffolding students may need in order to promote success</li> <li>• Increasing opportunities for all students to express their skills, talents, and abilities across all content areas and grades</li> <li>• Creating multiple opportunities for students to engage in project based learning and investigative projects</li> <li>• Increasing small group assignments and presentations, to allow for socialized learning</li> <li>• Expanding on learning opportunities involving technology software, the use of laptops, computers, as tools for learning</li> </ul> <p>These sessions will be facilitated by Lead Teachers, Grade Leaders, Inquiry Teacher Teams, Instructional Specialists, and Administrators.</p>
<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>Tax Levy/ Children First funds will allow for personnel choices and purchasing of instructional materials. As well as Title I and Title III funds to support the professional development activities.</p>
<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>By using the various scaffolding types with English Language Learner, best practices will be evident:  help students develop short-term and long-term academic and personal goals,</p> <ul style="list-style-type: none"> <li>• help students develop plans and timeframes for reaching these goals</li> <li>• allows teachers to guide students as they develop and set measurable and actionable learning goals that are differentiated by students' interests and expression styles.</li> </ul> <p>Teachers will gather and document evidence of:</p> <ul style="list-style-type: none"> <li>• <b>Modeling</b>, students need to be given clear examples of what is required of them for imitation. It is crucial that the learner see and hear what is required. For instance, during a focused reading, the teacher may read the first stanza of a poem, and have students re-read.</li> <li>• <b>Bridging-</b> or making activating prior knowledge allows student to learn new concepts of language. Bridging allows students to realize that every day knowledge is not only valued, but promotes further development. For instance, Anticipatory Guides can be completed by students at the beginning of a new unit or topic, to assess what students</li> </ul>

already know and what they need to learn.

- **Contextualization-** Academic language is de-contextualized and situation independent, thus, in order for students to comprehend they must rely on language. By *embedding language in a sensory context* by using manipulatives, pictures, films and other realia language becomes accessible and engaging.
- **Re-presenting Text-** allows students to access content presented in various genres by transforming it into different genres. Historical essays, for example, can be transformed to a personal narrative.
- **Meta-cognition-** or the ability to monitor one's level of understanding requires that students manage their thinking-process. This requires: 1. consciously applying learned strategies, while engaging in activity 2. Knowledge and awareness of strategies and options and the ability to choose the most effective one 3. Monitoring, evaluating, and adjusting -during the task or procedure that is being carried out 4. Planning for the future by using an evaluation system

Evidence may be reflected, but is not limited to:

- Portfolios containing evidence of scaffolded ESL tasks
- Oral presentations and projects done by individuals or small groups
- Showcase and bulletin board exemplars
- Videotapes and/or recordings of the above

## **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	2	0	N/A	N/A	8	0	0	2
1	8	0	N/A	N/A	5	0	0	0
2	9	0	N/A	N/A	9	0	0	2
3	11	4	N/A	N/A	12	0	0	2
4	9	7	8	0	13	0	0	17
5	6	8	0	0	15	0	0	23
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<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>Following the RtI model, K-3 students identified as “high risk” based on DIBELS data, receive <i>Foundations</i> “Double Dosing” instruction.</p> <ul style="list-style-type: none"> <li>• First and Third grade intervention services are administered by an intervention provider during the school day and takes place in the form of small group pull-out instruction.</li> <li>• Second grade intervention services are administered by the classroom teachers during the 50-minute tutorial period every Tuesday, Wednesday, and Thursday afternoon; servicing a maximum of 10 students per group.</li> <li>• Kindergarten students will not receive intervention services until the second installation of DIBELS assessment.</li> </ul> <p>All special needs students identified at-risk based on WADE results receive 90-minutes of <i>Wilson</i> instruction daily.</p> <p>All English language learners (ELLs) identified at the ‘beginner’ or ‘intermediate’ level of English acquisition receive early reading intervention with the <i>Headspout</i> program a minimum of three times per week at 45 minute intervals. In addition, 65 Imagine Learning English (ILE) licenses were purchased for SIFE and Beginners.</p> <p>Students identified as ‘approaching the standard’ based on the previous year’s ELA scores, receive explicit comprehension instruction. <i>Comprehension Plus</i> and <i>Academic Workout</i> are programs implemented by an intervention provider during the school day in the form of small group instruction.</p>
<b>Mathematics:</b>	<p>Students are selected for intervention services based on NYS 2010 Math results</p> <ul style="list-style-type: none"> <li>• Third grade holdovers receive intensive mathematics intervention. The math program <i>Achieve It!</i> is implemented by a provider during the school day in the form of small group instruction.</li> <li>• Fourth and fifth grade students receive instructional support through the computer-based program <i>First in Math</i>. Students have access to on-line games and problem solving activities essential to everyday math.</li> <li>• Fifth grade students identified as “at risk” receive math intervention. The math program <i>Math</i></li> </ul>

	<p><i>Navigator</i> and <i>Achieve It!</i> are administered by a provider during the school day in the form of small group instruction.</p> <ul style="list-style-type: none"> <li>• All classroom teachers have access to the computer based program <i>Fast Math</i> for early intervention.</li> </ul>
<b>Science:</b>	Small group work focused around content area writing, specifically scientific in nature. Group meets 3 times per week for 1 period during the school day.
<b>Social Studies:</b>	N/A
<b>At-risk Services Provided by the Guidance Counselor:</b>	Services include social skills, counseling, and conflict resolution. Case subjects meet with counselor once a week for a cycle of 6 weeks.
<b>At-risk Services Provided by the School Psychologist:</b>	Group counseling sessions for specific classes one period a week, small group “lunch bunch” counseling sessions 2-3 times per week, and individual cases.
<b>At-risk Services Provided by the Social Worker:</b>	Services include crisis intervention and clinical therapy for individuals and families. These include once a week sessions with case subject and bi-monthly family meetings. Generally sessions last 45 minutes to an hour.
<b>At-risk Health-related Services:</b>	<p>Services include:</p> <ul style="list-style-type: none"> <li>• a nutrition committee that polls students’ nutritional preferences on a monthly basis,</li> <li>• asthma awareness groups that meets weekly to discuss preventative care for high needs students,</li> <li>• mental /emotional health character education weekly sessions that incorporate techniques for overcoming obstacles and solving problems.</li> </ul>

**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) K - 5 \_\_\_\_\_ Number of Students to be Served: 60 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers 6 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**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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PS 18 will conduct an ESL program that will focus on students who are at different levels of proficiency. This program is based on the five essential components of reading instruction, which the New York City Department of Education has woven into its Children's First Initiative. The Children's First Initiative provides clear opportunity for early literacy learning, etc. This year's ESL after school program will target the bottom 1/3 of our LEP students. The students will be grouped according to their grade. Since Reader's Theatre has multi-leveled scripts, the students will be grouped together regardless of reading ability.

Services will be provided in a Title III funded after school program that will meet for 14 sessions beginning January 7, 2011 and ending April 29, 2011 on Fridays for 2 hours from 2:50 p.m. to 4:50 p.m. Six teachers will be employed for 14 sessions. The Reader's Theatre Content Area Concepts program will be part of the Title III program during the per session activities. Three teachers will be certified in ESL and/or Bilingual Education and the other three teachers will be Common Branch teachers. The teachers will be utilizing multi-leveled scripts in the content areas of science and social studies. As a result of the teachers implementing this program, the students will successfully improve their listening, speaking, reading and writing skills, as well as improve their content knowledge.

The program will enrich the English proficiency of the participating students by allowing teachers to incorporate a balanced literacy program where whole language and related arts add strength to each other. It is a research based program that improves the oral language of students by integrating prior knowledge, vocabulary and other skills appropriate for LEPS to enrich their comprehension in reading so that they can become successful speakers, readers and writers. The students' success will be measured by utilizing Learning Standards for English as a Second Language 1 and 3. In addition to On Our Way to English, P.S. 18 also offers Headsprout, Mondo, and Imagine Learning Programs, which are aligned to the five elements of reading as identified by the National Reading Panel- phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and adds a crucial sixth element, oral language. These programs are used at least 3 times a week for about 20 minutes a day as a supplement to further enhance the ELL students' Second Language capabilities.

For the content area portion of the after school program, the teachers will use Reader's Theatre to incorporate core content and genre studies into the program. This program builds and strengthens fluency, comprehension and vocabulary through collaborative oral reading. The multi-leveled scripts allow students of different abilities to read together. Each script introduces key language arts genres and teaches character education. Reader's Theatre offers a variety of nonfiction and fiction texts that are full of fascinating facts, surprises and adventures. The text selections offer students the opportunity to read fact and fiction texts on various topics.

**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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Our school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students is based on implementation of the *Imagine Learning English* program and Reader’s Theatre-Content Area Concepts.

The *Imagine Learning English* program is a computer-based instructional program that teaches children English and develops their literacy skills faster and better than any other method. Students receive one-on-one instruction through hundreds of engaging activities specifically designed to meet their individual needs, so they progress quickly. The Educational Consultants of Imagine Learning English will provide 2 days of professional development training to support the five teachers who will be implementing this program.

The following workshops have proven to be helpful and instructional, so we will continue to prepare our ELLs staff in preparation for the writing of the LAP and administering of the NYSESLAT during the 2010-2011 school year.

- Technical support in writing the LAP
- CR Part 154 Support
- District support staff for NYSESLAT
- Preparing ELLs for the ELA and NYSESLAT Assessments
- Title III Technical Support
- Compliance with Program Mandates for ELLs

Other professional development activities that will take place this year include study groups, TC calendar days and bilingual meetings. These activities will be for all teachers responsible for the delivery of instruction and services to limited English proficient students. The professional development will provide teachers with specific comprehensive skills development combined with practice and application in the five key areas of reading: phonemic awareness, phonics/word study, vocabulary, comprehension and fluency.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(\$9,966.04)	28 hours of per session for teachers to support ELLs using Reader's Theater: 28 hours x 6 Teachers x \$52.00 = \$8,736.00 28 hours of per session for an administrator to supervise the program: 28 hours x 1 Administrator x \$43.93= \$1,230.04
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(\$8794.00)	Multi-Leveled Reader's Theater-Content Area Concepts builds and strengthens fluency, comprehension and vocabulary through collaborative oral reading=\$4,995.00. Training =\$3,000.00 My First Reader's Theatre-Social Studies develops oral language skills, acquires sight word knowledge and develops early reading strategies and concepts about print=\$799.00
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>	(\$439.96)	<b>Materials For Parent Workshops:</b> General Supplies= \$269.96, Refreshments(bagels, pizza, coffee, juice)= \$170.00
<b>TOTAL</b>		

### **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.

Our school used the home language survey forms distributed during registration to gather the data necessary to assess PS 18's written translation and oral interpretation needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

At PS 18, most of our parents speak Spanish and our written translation and oral interpretation needs are based on that language specifically. We have very few low incident language needs. Most of our parents who speak one of those languages are assigned a translator. Translators are provided by Central staff.

The following list details how these findings were reported to the school community:

1. Leadership meetings
2. Letters sent home via backpack
3. School report card
4. Parent Teacher Conferences/Workshops

One to one orientation with Parent and ESL Coordinator

## 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.

As in the past, our school will provide translation services through in-house school staff and parent volunteers. Our parent coordinator, who is bilingual, is always present at our meetings. Written translations are provided by our parent coordinator. Our parent coordinator and parent volunteers meet the everyday needs of our parents through oral and written translations.

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.

Since the majority of our parents who are bilingual speak Spanish, we provide these services in-house

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>.

All school letters and notifications are translated into Spanish which is the language the majority of our parents speak. We also provide translated documents in low incident languages, such as French and Arabic. These translated documents are retrieved from the DOE website or through in-house translations.

**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:	\$435,675	\$171,262	\$606,937
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,357	\$1,713	\$6,070
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,784	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$43,568	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_ 100% \_\_\_\_
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.

\* 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.

### **Public School 18 Parental Involvement Policy**

Public School 18 desires to serve the parents and families of our school. We endeavor to do this by providing leadership and resourceful service to them. We believe that an informed and resourceful parent can better help us improve student achievement. Public School 18 is therefore committed to:

- Involve our parents in the academic development and learning quests of their children.
- Develop and maintain open communication between the school and the parent community.
- Ensure that parents are informed about the Performance Standards, curricula initiatives, attendance, tests, New York State Exams, performance data, promotion criteria, and learning opportunities.
- Work with parents to develop their leadership skills and to serve as a catalyst for positive change and resolution of problems.
- Create and maintain a safe and orderly environment that will engender greater learning opportunities.
- Maintain a place for parents to assemble and learn -from each other, our professional learning community, and our children. Making P.S. 18 an authentic community of learners.
- Annually review and revise the content of this policy to meet the needs and challenges of our school community.

Agree to: \_\_\_\_\_  
Jasmin Varela  
Principal, I.A.

\_\_\_\_\_   
Cynthia Robinson  
PTA President of PS 18

## 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 Part IV- pages 10-27.

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.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.

We will continue our affiliation with the *Teachers College Reading and Writing Project* which employs a complete approach to literacy that utilizes instructional approaches for reading and writing that are supported by research. During a two and a half-hour daily block, there is thirty minutes of word study instruction, a one-hour reading workshop, and a one-hour writing workshop. The workshops are designed to make sure students develop strong reading and writing skills in many different genres. During the block, there is whole class instruction as well as one-on-one and one-on-four teaching. The combination of these approaches has been shown to be the most effective approach to literacy instruction. The design includes classroom rituals and routines designed to cultivate effective teaching and learning (Black and William, 1998).

This approach to literacy instruction is consistent with the comprehensive review of research conducted by the National Research Council. The NRC defines adequate reading instruction as that which helps children obtain meaning from print, understand the sounds of individual and groups of letters and the specifics of spelling-sound relationships, and understand the structure of words and the nature of the writing system (National Research Council, 1998). According to the NRC, a complete approach to literacy attends to oral language, the recognition of letters,

phonemic awareness, decoding skills, comprehension, writing, spelling, and grammar and provides frequent opportunities to read and write. This approach also meets the citywide curriculum requirements outlined under *Children First*.

*Teachers College* also provides staff with training to translate workshop concepts, methodologies, strategies, approaches and techniques into effective use of technology, and addressing the standards. Since this approach to literacy is schoolwide, all subgroups benefit from this comprehensive instruction whether they are in monolingual, bilingual or special education classroom.

### 3. Instruction by highly qualified staff.

Highly qualified teachers will deliver quality instruction based upon the unified curricula and the professional development program. All teachers are certified therefore familiar with methodology, practices and strategies that can fortify the instruction that is implemented.

### 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 the *Teachers College Reading and Writing Project* we will continue to focus on capacity building for the school by providing intensive training for key staff like the principal, vice principal, literacy coach and classroom teachers. We will establish model classrooms and demonstration sites on every grade to provide hands-on experiences for teachers.

Professional development will be continuous and reflective of the activities supported in the *Teachers College Reading and Writing Project's* units of study. We conducted study groups, teacher meetings and workshops where staff planned for results and studied best practices as a part of their training. The two *Teachers College* staff developers spent six cycles of full-day support over eight months in the school; helping us to realize many things about student and educator learning.

On-site coaches and mentors alike will utilize effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program. All planned professional development will reflect the National Professional Development Standards and include the following:

- A focus on academic performance
- Evidence of a strong match between identified academic needs and the professional development
- Professional development will be delivered by highly qualified personnel
- Concentrated and focused professional development that is intense and sustained
- Professional development that provides opportunities for reflection, practice, formal feedback and re-teaching
- The effectiveness of professional development will be evaluated

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

We will continue to attend job fairs (to combat teacher attrition), place ads in newspapers, form relationships with universities and other teacher education programs to link with potential and/or recent graduates, and construct a website highlighting the successes and opportunities at Public School 18.

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

A distribute a parent survey in September to find out the topics that parents are interested in (2) Implement on-site workshops for parents to include topics of interest from the survey (3) Implement on-site conference to train parents re; decision-making skills and leadership roles in schools (4) Schedule class meetings and grade appropriate workshops where expectations, promotional standards and student needs are explained (5) Continue parent outreach and education by establishing partnerships with community based organizations including Eastside Settlement, Lincoln Hospital, Catholic Charities, St. Rita's Head Start, NYC Public Library, Child Health Plus and various HMO's (6) Create annual calendar (in both English and Spanish), which includes schoolwide, district, regional, and community activities (7) Increase parent participation in classroom activities, assemblies, and extra curricular activities (8) Encourage Learning Leaders (certified parent volunteers) to assist in classrooms.

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.

The PS 18 Staff will continue to implement the following objectives to ensure smooth transition for preschool children to elementary school programs:

- Continue to build and fortify meaningful relationships with Head start and pre-Kindergarten staff and parents
- Maintain and improve our relationships with St. Rita's Head start
- Continue to select the best teachers for early childhood classes
- Ensure that data are used to guide and support instruction
- Continue to provide parent workshops that inform parents about curriculum issues.
- Schedule inter-visitations between the incumbent preschoolers and the current Pre-k classroom.
- Facilitate articulation meetings between the preschool teacher and the Pre-k teacher to discuss prospective student individual needs.

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.

In general, school planning requires a systematic review and careful analysis of student needs and existing activities to determine how instructional areas can be improved. Teacher representatives serve on the School Leadership Team and are involved in evaluating the effectiveness of current instructional programs, discuss proposed modifications and or alternatives, develop goals and objectives and create action plans that will translate into observable, effective strategies to improve student achievement.

Teachers will continue to implement our '*Planning for Results*' system to measure ongoing student progress. This unique management system requires the constant analysis of student formative data (running records, on-demand writing analysis, portfolios, etc). Such analysis, in turn, is the basis for ongoing adjustments in the instructional program to meet the needs of students. The planning system is designed to produce a culture in which *results* become the entire focus of staff attention.

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.

Public School 18 has extensive academic intervention services to ensure that students functioning below grade level are given additional assistance.

Ongoing assessment is done to ensure that our staff members have an accurate pulse on the needs of the students. Four benchmark assessments (TC Assessments/DRA) will be administered in September 2009, December 2009, March 2010 and June 2010. Three benchmark tests will be administered in November, January, and March simulating the ELA. Three benchmark assessments (TC K-8 Writing Continuum) to assess writing will be administered in September 2009, January 2010, and May 2010.

Portfolio assessment, completed projects, and oral presentations, completed list of books read (minimum 25 books), participation in extended day/year programs, 10% of all Level 1 and Level 2 students will move up one proficiency level as evidenced by the independent reading levels and ELA results.

The following list represents the variety of intervention programs utilized by pedagogues to help students improve academically:

#### **ELA**

- Foundations
- Wilson
- Text Talk

- Quick Reads
- Now I Get It!
- Renzulli Learning
- Comprehension Toolkit
- Reading Recovery
- At Risk S.E.T.S.S.
- Public School 18 Extended Day Program for remediation
- Public School 18 Saturday Program for enrichment
- Title III-Afterschool early intervention program for LEP/ELL students: Headsprout, Imagine Learning English
- At risk speech
- Study Island

#### **MATH**

- First in Math
- Fast Math
- Math Exemplars
- Mathematics Achieve It
- Mathematics Navigator
- Small group tutoring
- At Risk S.E.T.S.S.
- College Now SETS Competition
- Public School 18 Extended Day Program
- Study Island

#### **Science**

- Science cluster provides small group tutoring daily to students that achieved a level 1 or 2 on the NYS Grade 4 Science Exam
- Including Science Exemplars to support critical thinking and processing skills
- Study Island

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.*

- Child Abuse Prevention Program
- New Directions-Drug/Alcohol Prevention Program

- Kids Project Sponsored by Department of Health( workshops address student sensitivity for students with disabilities)
- South Bronx Action Group-( this organization provides parents with assistance with housing issues )
- VIP-Domestic Violence Counseling and Referral Program(this program provides assistance to parents dealing with domestic violence issues)
- Parent Coordinator will implement Nutrition workshops to help students and parents develop healthy eating habits
- Parent Coordinator will implement Violence Prevention parent workshops
- Parent Coordinator will develop contacts with community based organizations that provide adult education workshops to include technical education training , and job training
- Parent Coordinator will provide listings of community based Head Start programs & After school programs that represent parent needs
- Parent Coordinator will conduct Job Readiness workshops for parents and families that require this training
- Parent Coordinator will organize a job fair to assist parents in finding suitable employment
- Study Island

11. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **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.e., Federal,	Program Funds Are “Conceptually” <sup>1</sup>	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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**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  
**TEMPLATE - MAY 2010**

	State, or Local)	Consolidated in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$435,675	✓	
Title I, Part A (ARRA)	Federal	✓			\$171,262	✓	
Title II, Part A	Federal	✓			\$42,739	✓	
Title III, Part A	Federal	✓			\$19,200	✓	
Title IV	Federal			✓			
IDEA	Federal	✓			\$384,353	✓	
Tax Levy	Local	✓			\$3,615,966	✓	

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** Corrective Action – 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.

P.S. 18 has been identified as a Title I School in Corrective Action Year 2 in the area of English Language Arts. As a result of our needs assessment, the specific academic issues that may have caused the identification are:

ELA

1. Lack of early intervention in English Language Arts for students in the primary grades (K-2)
2. Lack of sufficient off-site professional development activities for all classroom teachers
3. Lack of additional time for specific small group tutoring such as can be given before school and after school
4. Lack of reduced class size in the upper elementary grades (4-5)
5. Lack of formative data to drive instruction

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School Under Registration Review (SURR)

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.

PS 18X's approach to literacy instruction is schoolwide. Therefore, all subgroups benefit from this comprehensive instruction whether they are in monolingual, bilingual or special education classrooms. We also addressed the specific causal factors detailed above, as follows:

***Lack of early intervention in English Language Arts for students in the primary grades (K-2)***

- Response to Intervention (RTI) is an ongoing process of using student performance and data on student progress to guide decisions about instruction and intervention. The major premise of RTI is that intervening early can prevent academic failure. A growing body of research has shown that most students are identified as having a disability because of reading challenges. Yet, if these students receive effective instruction and intensive early intervention, they can often make large gains in their general academic achievement.

The advantages of using an RTI approach are as follows:

- Provides assistance to students in general education in a timely fashion. It is not a “wait to fail” model and;
- Assessment data are collected to inform the teacher and improve instruction. Assessments and instruction are closely linked.

PS 18X uses the tiered approach of increasing interventions as the basis of our RTI procedures:

- **Tier I:** The Wilson research-based *Foundations* program is implemented daily for approximately 30 minutes as part of the word study block within the general education classroom as part of the core curriculum.
- **Tier II:** Based upon assessment data, students at risk of reading failure in grades K-2 will receive additional *Foundations* instruction during a Double Dose lesson 4-5 times a week for 30 minutes in groups not to exceed a maximum of 6 students. Students continue to participate in the whole class *Foundations* lesson. The increase in intensity is achieved by (1) conducting lessons in small, homogenous groups (b) increasing instructional time with double dose lessons and (3) targeting specific areas of difficulty. Progress will be monitored bi-weekly using the Wilson *Foundations* Probes in grades K and 1 and DIBELS Oral Reading Fluency assessments in grade 2. Adjustments in instructional intensity and grouping may be necessary during the school year.
- **Tier III:** Referral for a special education evaluation and if classified as disabled the provision of special education services.

***Lack of sufficient off-site professional development activities for all classroom teachers***

- Our affiliation with the *Teachers College Reading and Writing Project* provided opportunities for on-site professional development. However, this year, we expanded our involvement to include all day training institutes at Teachers College through the entire school year. These institutes include specialized training days for primary grade teachers, upper elementary teachers, special education teachers and teachers of ELLs (English Language Learners). These *Central Calendar Days* total 104 days for this academic year.

***Lack of additional time for specific small group tutoring such as can be given before school and after school***

- In the past, we have provided ‘safety net’ programs to help students who need more time to develop their skills and attain the requisite standards. These programs took place after school and on Saturdays. However, student need far out weighed the number of teachers available to assist. The average student teacher ratio was 15:1.

The UFT contract offers an opportunity to extend the school day by 50-minutes in the afternoon for tutoring in groups no larger than 10; and for special education students in groups no larger than 5. All UFT members (teachers and paraprofessionals) must participate in the tutorial period. This allows us to meet the additional needs of all students designated at-risk, with a qualified teacher in a small-group setting.

***Lack of reduced class size on the upper elementary grades (4-5)***

- During Readers and Writers Workshop, there is whole class instruction as well as one-on-one and one-on-four teaching. The combination of these approaches has been shown to be the most effective in meeting the needs of all students and differentiating literacy instruction. To ensure that teachers are able to meet with all students in these diverse settings, the number of students in a class is limited to twenty-five. Historically, we have always reduced class size on the primary grades (K-3). However, this year we have expanded the reduced class size model to include the upper elementary grades (Grades 4 and 5).

***Lack of formative data to inform instruction***

- This year, we used our ‘*Planning for Results*’ system to measure ongoing student progress. This unique management system requires the constant analysis of student formative data (running records, writing samples, exemplars, portfolios, etc.). Such analysis, in turn, is the basis for ongoing adjustments in the instructional program to meet the needs of students. The planning system is designed to produce a culture in which *results* become the entire focus of staff attention.

**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. Through the *Teachers College Reading and Writing Project* we focused on capacity building for the school by providing intensive training for key staff like the principal, vice principal, literacy coach and classroom teachers. We accomplished the establishment of model and demonstration sites (classrooms) on every grade to provide hands-on experiences for teachers.

Professional development was continuous and reflective of the activities supported in the *Teachers College Reading and Writing Project's* units of study. We conducted study groups, teacher meetings and workshops where staff planned for results and studied best practices as a part of their training. The two *Teachers College* staff developers spent six cycles of full-day support over eight months in the school; helping us to realize many things about student and educator learning.

On-site coaches, lead teachers and mentors alike will utilize effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program. All planned professional development will reflect the National Professional Development Standards and include the following:

- A focus on academic performance
- Evidence of a strong match between identified academic needs and the professional development
- Professional development will be delivered by highly qualified personnel
- Concentrated and focused professional development that is intense and sustained
- Professional development that provides opportunities for reflection, practice, formal feedback and re-teaching
- The effectiveness of professional development will be evaluated

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

Our network was assigned a Lead Instructional Mentor (LIM) who provides guidance & support in developing an effective school based mentoring plan; and schedules regular on-going visits with school based mentors to train, coach, model, view and share effective mentoring language, protocols and strategies.

Specifically, LIMs:

- identify new teachers who qualify for mentoring,
- train our school based mentors,
- identify the work of our school based mentors,
- provide tools for school based mentoring,
- and tracks the mentoring experience.

Our LIM is an expert in new teacher growth & development, mentoring best practices, and the Professional Teaching Standards. She has worked for the last 2-3 years as a full-time mentor for new teachers and has been trained in the Santa Cruz mentoring model. She will also continue to receive on-going training & support from the Office of New Teacher Induction.

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.

The following shows how PS 18X's identification for school improvement was reported to the school community:

- Leadership meetings
- Letters sent home via backpack
- School report card
- Parent Teacher Conferences/Workshops
- One to one orientation with parent and bilingual coordinator

All school letters and notifications are translated into Spanish which is the language that most of our parents speak. We also provide translated documents in low incident languages such as French and Arabic. Our school retrieves these documents from the DOE website or through in-house translations.

**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.)
2. Please describe the services you are planning to provide to the STH population.

### **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 John Peter Zenger					
<b>District:</b>	7	<b>DBN:</b>	07X018	<b>School</b>		320700010018

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	18	36	36		91.2	91.6	90.5
Kindergarten	72	82	79				
Grade 1	70	84	78	<b>Student Stability - % of Enrollment:</b>			
Grade 2	74	68	84	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	85	73	72		93.2	89.8	91.3
Grade 4	82	88	85	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	74	87	80	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	1		80.4	87.9	87.9
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		12	36	59
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		6	5	18
Ungraded	0	3	5				
<b>Total</b>	<b>475</b>	<b>521</b>	<b>520</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	35	33	Principal Suspensions	4	8	14
# in Collaborative Team Teaching (CTT) Classes	22	40	50	Superintendent Suspensions	0	6	3
Number all others	31	28	30				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	64	78	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only	27	39	TBD	Number of Teachers	43	45	46
# ELLs with IEPs	10	22	TBD	Number of Administrators and Other Professionals	17	17	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	4	16

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	53.5	53.3	73.9
				% more than 5 years teaching anywhere	51.2	51.1	52.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	89.0	91.3
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	97.3
Black or African American	32.4	32.8	34.2				
Hispanic or Latino	64.4	64.5	64.4				
Asian or Native Hawaiian/Other Pacific	0.4	0.6	0.2				
White	0.6	1.0	0.6				
<b>Male</b>	54.1	55.1	52.5				
<b>Female</b>	45.9	44.9	47.5				

#### 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,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year				v	
	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	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</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>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	26	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	1.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<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>2</b>	District <b>07</b>	School Number <b>018</b>	School Name <b>John Peter Zenger</b>
Principal <b>Jasmin Varela</b>		Assistant Principal <b>Michelle Nelson</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Arcia Sosa/Lead Teacher</b>		Guidance Counselor <b>Yolanda Miller</b>	
Teacher/Subject Area <b>Janice Badal/ESL Coordinator</b>		Parent <b>Cynthia Robinson</b>	
Teacher/Subject Area <b>Evelyn Miranda/Teacher</b>		Parent Coordinator <b>Carmen Nieves</b>	
Related Service Provider <b>Andrea Vasquez</b>		Other <b>type here</b>	
Network Leader <b>Dan Feigelson</b>		Other <b>type here</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>6</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>526</b>	Total Number of ELLs	<b>139</b>	ELLs as Share of Total Student Population (%)	<b>26.43%</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.

All students who enter the N.Y.C. school system for the first time fill out a Home Language Identification Survey (HLIS) in their native language to determine LAB-R eligibility. During the interviews for registration, parents are assisted with filling out school forms, including the HLIS. The parents of all Pre-Kindergarten students filled out a newly implemented Home Language Survey that is used to inform language of instruction. Parents of K-5 students received the HLIS form, parents of Pre-K students receive the Pre-K HLIS. Parents were guided through the HLIS survey with a pedagogue or a trained professional who is knowledgeable about the form. Once the licensed ESL Coordinator collects the HLIS from parents' the coordinator determines whether a language, other than English, is spoken in a child's home. Then the child is administered the Language Assessment Battery-Revised (LAB-R) test which measures the English language proficiency level. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. For instance, if the child's native language is Spanish, and the child scored at or below proficiency on the LAB-R, he/she is tested using the Spanish LAB. The parents of those students who are eligible for state-mandated services are notified by the ESL Coordinator with an entitlement letter in their native language. The entitlement letter also lets parents know about the orientation meeting.

In order to evaluate and determine levels of English proficiency, as well as mandated services, ELLs are administered the NYSESLAT annually during the Spring. Each year the ESL Coordinator sends out letters to the parents of ELLs who will continue to receive ESL services. Parents of students who tested proficient on the NYSESLAT receive letters of non-entitlement. These letters inform the parents that their child is no longer eligible for ESL/Bilingual services. We use the NYSESLAT scores to determine each ELL's language acquisition and development needs. For example, students that are at a Beginner level have a specific assigned curriculum to meet their English language needs and development. All ELLs in the ESL pull-out program who score at the Beginning and Intermediate level receive 360 minutes per week of ESL instruction, and advanced ELLs receive 180 minutes per week of ESL instruction. ELLs in the Transitional Bilingual Education Program (TBE) who score at the Beginning and Intermediate level receive 360 minutes of ESL instruction per week and 90 minutes per day of (Spanish) native language arts instruction; advanced ELLs receive 180 minutes per week of ESL instruction and 45 minutes of (Spanish) native language arts per day.

P.S. 18X provides two ELL informational parent meetings; one at the beginning of the school year and a second meeting is held mid-year. As new students enroll in the program, we conduct one-on-one meetings. During the meetings, parents are informed of the available programs offered to English Language Learners (Transitional Bilingual Education, Dual Language, and free standing ESL). An informational video is shown. After viewing the video, the ESL Coordinator clarifies any questions or concerns parents may have with regards to the various programs. Once students are identified as ELLs, parents are given the opportunity to choose their program of choice. If the program they select is not being offered at our school they are informed of other public schools which offer the program of their choice. Additionally, if our school does not offer the program that parents select, their child's names are placed on a waiting list until there is enough of a demand (15 or more students) to open their program of choice at our school. Finally, the parents are guided through the selection process. In the event of a newly arrived student during the course of the year, the ESL Coordinator and/or Parent Coordinator provide the orientation to the parents. Then parents are informed of the program choices available and assisted with the placement process. Parents who do not attend the orientations are contacted by phone, by our Parent Coordinator or ESL Coordinator to schedule a meeting, in which they receive the packet and information provided at the ELL Parent Orientations. In addition to viewing the video and attending the orientation, the parents receive pamphlets in their native language with frequently asked questions and answers regarding the presentation and ESL programs.

The ESL Coordinator is the person who ensures that entitlement letters are distributed to parents informing them that their child is eligible for Transitional Bilingual Education, Dual Language or ESL. The ESL Coordinator sends the letters home in the parents' native language with the student. The student returns it to the classroom teacher, who then submits the letter directly to the ESL Coordinator. The letter must have the parent's signature. Parent Surveys and Program Selection forms are distributed during the ELL Parent Orientation. During the orientation, the ESL Coordinator and the Parent Coordinator assist parents with explaining the forms, filling them out, and collecting them. If the Parent Selection forms are not returned, the parent coordinator contacts the family via telephone. If all attempts are made and parents/guardians cannot be reached, the student is placed in the Bilingual Transitional Educational program by default, if their native language is Spanish. For parents who choose the Dual Language program, we provide them with a list of schools in the district that offer the program.

The parents have the opportunity to view the informational video on programs offerings in their native language (Spanish, Arabic, French etc.). They are also given the choice to select the program. Identified ELLs, who are native Spanish speakers who scored at or below proficiency levels in the LAB-R, are given the option of placing their child in a TBE program. Identified ELL students who scored at or below proficiency levels in the LAB-R, who are not Spanish speakers, are placed in a monolingual class with ESL pull-out services.

After reviewing the Parent Survey and Program Selection forms for the past few years, Transitional Bilingual Education has been the program of choice. For the past few years, based on the Parent Surveys that were completed, our school has had approximately 35

forms that indicated the TBE program as a primary choice.

Program models offered at our school are aligned with parent requests because the parent's choice is the TBE program. We have one bilingual class per grade, in grades K-5.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	106	Special Education	22
SIFE	6	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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>	73	5	3	18	1	3	0	0	0	91
<b>Dual Language</b>										0
<b>ESL</b>	33	0	10	15	0	6	0	0	0	48
<b>Total</b>	106	5	13	33	1	9	0	0	0	139

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	16	13	28	28	19								130
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	1	2	4											7
<b>TOTAL</b>	<b>27</b>	<b>18</b>	<b>18</b>	<b>28</b>	<b>29</b>	<b>19</b>	<b>0</b>	<b>139</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																		
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>																			

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	5	2	9	9	8								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		5											6
<b>TOTAL</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>8</b>	<b>0</b>	<b>48</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.

P.S. 18 offers the Transitional Bilingual Education (TBE) model for Spanish speaking ELL students and English as a Second Language (ESL) services to ELL students of other ethnic origins. The TBE model incorporates the student's native language and culture to allow students a successful transition to English in a bilingual classroom setting. ELL students in monolingual classes receive ESL through a pull-out program by a certified ESL teacher.

Our Kindergarten through fifth grade classes are heterogeneously grouped. Based on NYSESLAT scores, our ESL program has homogeneous groups and heterogeneous groups that are serviced by our ESL provider.

In both, the TBE and ESL programs, the mandated number of instructional minutes provided for our beginners and intermediate students is 360 minutes a week during our literacy block. Our advanced students receive 180 minutes a week during our literacy block.

In both programs, the focus is to equip the students with Second Language acquisition in the following four modalities: listening, speaking, reading and writing. The acquisition of the English language will be made possible by providing about 2 1/2 hours of daily literacy instruction using the appropriate strategies and methodologies. The use of the school-wide integration of a daily balanced literacy program includes the following: Read Alouds, Shared Reading, Guided Reading, Paired Reading, Independent Reading, Language Exploration and Shared Interactive Writing. A print rich environment along with word walls in all academic content areas are visible in bilingual classes to support academic vocabulary in the content areas. Furthermore, the program, On Their Way to English will be used daily to support students' growth of the English language proficiency. Instruction in the content areas is provided in native language on a daily basis. Beginners and Intermediate students receive 90 minutes a day. Advanced students receive 45 minutes of native language instruction per day. In both the TBE and ESL programs, beginners and intermediate students receive 360 minutes per week during the literacy block. Our advanced students receive 180 minutes a week during the literacy block.

In our TBE program Math, Social Studies and Science are instructed in the native language. Math is taught through a block workshop model. Science instruction is delivered through a hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grade to grade, that are aligned to the NYS Scope and Sequence in correlation with the NYS social studies fifth grade test. In our ESL pull out program the content areas are taught in English using sheltered instruction for second language learners. We use the Mondo program which provides scaffolded lessons for ELLs. Beginners and Intermediate students receive eight periods of ESL instruction per week and 2 periods of Native Language Arts, per week. Advanced students receive four periods of ESL and ELA instruction per week, as well as 1 period of Native Language Arts instruction.

Our SIFE students are serviced by the classroom teacher in specific homogeneous strategy groups, Headsprout and Imagine Learning English (software programs) are schedule daily for individual work. Foundations (researched based phonological program) is used during the word study block, 37.5 minutes tutorial -three days per week on ESL instruction, and student partnerships with dominant English speakers. Native language arts is the language of instruction in content areas of Math, Science and Social Studies.

Moreover, SIFE students will receive native language (Spanish) instruction that will begin at sixty percent for the beginning of the year and move towards forty percent by the end of the year. English will be instructed at forty percent at the beginning of the year and progressively increase to sixty percent of instruction by the end of the year. Furthermore, SIFE students will have Native language arts instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies. We provide the students with instruction to ensure that their needs for basic social language, academic language and grade appropriate content is fulfilled.

Newcomers are serviced by the classroom teacher in specific strategy groups, implementation of Headsprout and Imagine Learning English online reading programs, and student partnerships with dominant English speakers. We provide students with these programs

because we want to ensure that their need for BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency) and grade appropriate content is fulfilled.

Our data indicated that the area of need for students with 4-6 years of instruction is reading and writing. ELLs with 4-6 years of instruction are placed in strategy groups based on reading levels and running record results, student and teacher conferencing anecdotes, and writing baseline assessments. The following programs such as, Mondo's Book Shop and Safari programs for Intermediate and Advanced ELLs help with the implementation of these areas during our ESL pull out services.

In the event that our schools has long term ELLs they will be provided with close monitoring of small group instruction and the "Imagine Learning English" program, which serves as an individualized computer based program geared towards specific ELL instruction. Our long-term ELLs are also buddied with proficient speakers of English. Parental involvement is also a support used for our students, we include families as participants in school decisions, and parents are viewed as advocates for our children through PTA, CEC, and other parent organizations.

ELLs with special needs are serviced with an ESL pull out provider. Our ELLs with special needs receive SETSS and are serviced by a special education classroom teacher with strategy grouping for additional ELL support. Services are provided to address specific areas of need in reading and writing.

SIFE students will be part of an ESL club that attends after school tutoring, three days per week, meeting for thirty-seven minutes each time. This club will consist of native language arts (Spanish) instruction that will begin at sixty percent for the beginning of the year and move towards forty percent by the end of the year. English will be instructed at forty percent at the beginning of the year and progressively increase to sixty percent of instruction by the end of the year. In addition to the ESL tutorial, students will receive ESL as per CR Part 154 pull out services by ESL teachers during the school day. Furthermore, SIFE students will have Native language instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies.

ELLs in our school with less than three years receive additional support and instruction through the readers and writer's workshop to prepare students for ELA content. The units of study specifically consists of skills pertaining to the NYS ELA test.

Students who receive four to six years of services are going to be working with the "Imagine Learning English" program. The program provides students with individualized assignments/tasks and their language acquisition is monitored for progress. Students will have scheduled time to use the program in their classrooms.

Long term ELLs are serviced in smaller groups and will also be provided with close monitoring of small group instruction using the Imagine Learning English program, which serves as an individualized computer based program geared towards ELL instruction.

Ms. Barbara Turner our school's SESIS (Special Education School Improvement Specialist) through the Division of Students with Disabilities and English Language Learners, facilitates bi-weekly professional development workshops and provides individual teacher support for teachers of students with special needs. Support is planned and based on the needs assessment results that teachers may use in the area of supporting/coaching/mentoring around instructional and technical issues.

As ELL liaison, Ms. Caihua Huang support our professional learning community on a bi-weekly basis. She attends the professional development workshops that we offer our school staff, and provides our Bilingual Teachers instructional feedback.

Special needs students will also be a part of our new initiative of the Imagine Learning English computer based program. The program provides individualized and specific work based on the student's level. Thus, partaking in activities and on-going assessments, resulting in learning gains that will be used to measure each special needs student.

ELLs with special needs are serviced with an ESL pull out provider, receive SETSS, and are serviced by a special education classroom teacher with strategy grouping for additional ELL support. The services are provided to address the areas of need in Reading and Writing.

**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



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?

Some of our targeted intervention programs that are in place to support ELA are Foundations, Imagine Learning English, Award, and Mondo. Foundations is a researched based phonics program that targets most of early emergent reading, comprehension, fluency, and sight word skills. While Imagine Learning English is a computer based instructional program that teaches students English and develops their literacy skills in an animated and fast paced timeline. Students receive one-on-one instruction through many engaging activities designed to meet their individualized needs. Award Reading Literacy program was selected to integrate technology successfully into every shared small group and independent reading experience. It provides comprehensive skills development with practice and application everyday through teaching text and technology in the five key areas of reading, phonemic awareness/phonics, vocabulary, comprehension and fluency. The Mondo including Reading Safari offers a variety of non-fiction and fiction texts that emphasis discovery and exploration: the program is full of facinating facts, surprises, and adventure. The text selections offer students the opportunity to read fact and fiction on the same topic. Reading Safari includes magazines, encyclo-facts, and engaging fiction books, all relating to the same topics.

ELLs that have reached proficiency on the NYSESLAT continue receiving a transition year of ESL from the ESL pull-out teacher. They are grouped with the advanced students because even though they have tested out they still need assistance with reading and writing.

This year we are also working towards improving ESL services by implementing the Multi-Leveled Reader's Theatre program which allows students at different reading levels to build fluency through collaborative oral reading, which strengthen comprehension and vocabulary while enriching the core content and genre studies.

Currently we have one ESL provider for the entire school. Therefore, we worked strategically to ensure that all students manadated for ESL are receiving their services, using a pull-out model.

ELLs are offered a variety of after school academic programs, such as the one offered by our CBO, East Side House Settlement. East Side House Settlement offers students homework support during a part of the after school session and instructional support through the content areas and fine arts. For instance, this year, East Side House Settlement will partner up with Junior Energy to offer our children a rich Science Curriculum ([www.juniorenergy.org](http://www.juniorenergy.org)) and a culminating Science Fair.

Students are working with the Imagine Learning English computerized program that will teach, assess and monitor individually various levels of growth in the second language Bilingual classrooms are equipped with resources in the content area to support student's native language.

In our TBE program Math, Social Studies, and Science are instructed in the native language. Math is taught through the workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grades and guided by state's scope and sequence in correlation with the social studies fifth grade test. In our ESL classes students use additinal support resource such as, pictionaries, native language/English dictionaries, native language books/textbooks and translations from the Imagine Learning English program.

ELLs have support services based on their grade and are grouped by NYSESLAT levels; such as, proficient, advanced, intermediate and beginners. There are several resources that we use to service our ELLs, such as, an ESL pullout program, the Imagine Learning English program, this is a computer based program in which students are following specific activities based on age appropriate material. The Book Shop and Reading Safari from Mondo are supplemental programs that are also correlated with topics of interest for students' age.

Newly enrolled ELL students will participate in a parent/student orientation that will consist of a guided tour of the building. The parents and students will become familiar with their surroundings and will learn about all the activities that take place at PS 18X.

Currently we do not offer any language electives.

### 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)?

PS 18X currently does not have a Dual Language Program.

### 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.

Teachers take part in inquiry Teacher Teams that focus on various Literacy topics that include an ELL component. Additionally, teachers attend Teachers College, Reading and Writing Project (TCRWP) ESL calendar days where they are exposed to different strategies and methodologies to implement during the Reading and Writing Workshops. The bilingual teachers meet every Friday for a 45 minute period to discuss and turnkey pertinent information. Teachers also conduct inter-visitations to other bilingual classes and schools for additional support. Our partnership with the Bronx BETAC provides ESL workshops all year long, they assist teachers with the implementation of ESL strategies, methodologies, and the most current research. Ms. Alexandra Roman, is the Teachers College consultant who specializes in ELL instruction and supports our teachers and students by providing coaching, modeling, demonstration, and sharing best practices around English Language Learners of all proficiencies, SIFE, and ELL with Special Needs.

Upper elementary grade students transitioning from our elementary to middle school, they are offered middle school information and presentations. Teachers and students are guided by the middle school liaison, counselors, and supervisors around the middle school application process.

Many of our staff members participate and attend numerous TCRWP calendar days/ BETAC professional development that is facilitated by ELL trainers specialists. Teachers that are provided with the ELL training plan for and present grade specific or school-wide ELL workshops for the rest of the staff and school personnel. Teachers also meet during common preparatory periods to plan and refine their teaching and delivery of instructional best practices. Other venues, may include teacher reflections, labsites -where activities practiced with students may be re-enacted in our school environment for professional development, and inter-visitations. School wide retreats and annual conferences are also offered. Additionally, teachers are offered summer institutes, study groups, and educational opportunities to be professionally developed.

### 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?

Our parent coordinator offers a variety of information, outreach services and support for our parents and ELL parents.

Our school partners with several agencies and CBOs such as, EPIC (Every Person Influences Children) which offers a series of parenting workshops, Lincoln Medical and Mental Health Center, Learning Leaders, and other local social services and community based organizations which offers parent workshops that focuses on English as a Second Language. In addition, parents have the opportunity to attend the annual NYC DOE ELL Parent Conference where various workshops and conferences are offered in addition to resources, such as Spanish-English Dictionaries and home extensions to support success in school.

We evaluate the needs of our parents via parent surveys and feedback from parent workshops based on the community and patterns and trends of large samples.

Our parent coordinator offers two workshops per month for parents. All workshops are translated in Spanish by the parent coordinator and resources or informational packets are provided in our students' native languages as well. Workshops also focus on student academic needs, thus providing school and home connections for parents, such as homework help and curriculum extensions. The ARIS program is one of the parent workshops in which parents are trained to retrieve data and analyze data on student's academic development and progress.

Parents are assisted by our parent coordinator in filling out student forms, technology systems, and facilitates bi-monthly needs based workshops, school curriculum informational meetings and parent outreach agencies and community based organizations. A monthly calendar tells parents what school wide, district-wide, city-wide events/activities are taking place. The calendar is issued in Spanish and English. When needed we reach out to the DOE translation unit to address the language needs of all parents.

## 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	3	3	1	1	2								24
Intermediate(I)	1	0	0	0	0	0								1
Advanced (A)	12	0	0	0	1	0								13
Total	27	3	3	1	2	2	0	0	0	0	0	0	0	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	14	3	3	1	1	2							
	I	3	0	0	0	0	0							
	A	5	0	0	0	1	0							
	P	5	0	0	0	0	0							
READING/ WRITING	B	23	3	3	1	1	2							
	I	4	0	0	0	1	0							
	A	0	0	0	0	0	0							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	4	1	2	12
4	3	7	0	1	11
5	12	8	0	0	20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	2	3	2	4	1	2	0	0	14
4	1	4	6	1	2	0	1	0	15
5	1	5	11	3	6	1	0	0	27
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	2	2	5	2	2	0	14
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9	8	3	0	4	1	0	0	25
8									0
NYSAA Bilingual Spe Ed									0

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	4	6	11	13				
Chinese Reading Test								

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

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

We use EDL (Evaluacion del Desarrollo de la Lectura), DIBELS, Probes and TCRWP (Running Records) to assess the early literacy of our ELLs. EDL is a Spanish assessment for bilingual classrooms used to track students' development of early literacy knowledge and skills. The assessment is designed to show educators where a child is making progress and where he or she may need further instruction. The EDL kit is based on benchmarks, or standards, that every child should meet in Kindergarten and Grades 1, 2, and 3. These benchmarks are grounded in research and reflect the current New York State literacy standards. EDL is an early emergent formal assessment that contains skills of letter name and sound recognition, word awareness, timed fluency test, and various leveled stories with retelling strategies.

The data obtained provides us with our ELL students' independent level on phonics, fluency and comprehension throughout the year. The data also provides us with measurable benchmarks of academic growth in literacy for our learners and guides us towards differentiated plans of instruction for different levels of reading and writing.

This data drives our instructional plan based on the students' needs, and teachers are able to differentiate students' work. assessments

conclude that most of our new admits given the LAB-R are at the beginning level of proficiency. The data also reflects that kindergarten has the most beginner level students.

On the LAB-R, a large number of our Kindergarten students are at the beginning level and some are at the advanced stages of language acquisition. As they get to the upper grades, the number of beginning and advanced level students decrease. The majority of our new admits scored at the beginner level.

The NYSESLAT modality analysis showed that in Listening/Speaking the Kindergarten students had 14 beginners, 3 intermediate, 5 advanced and 5 proficient students. The first grade had 3 beginners, 0 intermediate, 0 advanced and 0 proficient students. In the second grade there were 3 beginners, 0 intermediate, 0 advanced and 0 proficient students. In the third grade there was 1 beginner, 0 intermediate, 0 advanced and 0 proficient students. The fourth grade had 1 beginner, 0 intermediate, 1 advanced and 0 proficient students and in the fifth grade there were 2 beginners, 0 intermediate, 0 advanced and 0 proficient students. In Reading/Writing Kindergarten had 23 beginners, 4 intermediate, 0 advanced and 0 proficient students. The first grade had 3 beginners, 0 intermediate, 0 advanced and 0 proficient students. In the second grade there were 3 beginners, 0 intermediate, 0 advanced and 0 proficient students. In the third grade there was 1 beginner, 0 intermediate, 0 advanced and 0 proficient students. The fourth grade had 1 beginner, 1 intermediate, 0 advanced and 0 proficient students and in the fifth grade there were 2 beginners, 0 intermediate, 0 advanced and 0 proficient students. Based on data most of our students that were tested in the speaking and listening strand of the NYSESLAT scored at the beginner level.

Due to the large number of students at the beginner stage of Reading/Writing a great deal of the instruction is geared towards literacy with ESL scaffolding techniques. During the Reader's Workshop, we provide the students with shared reading, read aloud, interactive reading, guided reading, strategy lessons and independent reading with curriculum units of study provide them with access to content as well as language to make them proficient in English. During Writer's Workshop, the students are exposed to shared writing, interactive writing, and independent writing.

The NYS ELA Exam showed that in the third grade 5 students scored a level 1, 4 students scored a level 2, 1 student scored a level 3 and 2 students a level 4 totaling 12 ELL students. In the fourth grade 3 student scored a level 1, 7 students scored a level 2, 0 students scored a level 3 and 1 students a level 4 totaling 11 ELL students. The fifth grade had 12 students score a level 1, 8 students score a level 2, 0 students score a level 3 and 0 students score a level 4 totaling 20 ELL students. Based on the data we can conclude that most of our ELLs tested at levels 1 and 2. Students are provided with additional supplemental enrichment ELA classes during our after school and Saturday Academy. These classes are targeted to enhance and move our level two students to a high three score.

The NYS Math Exam showed that of the students who tested in English, 2 students scored a level 1, 2 students scored a level 2, 1 student scored a level 3 and 0 students scored a level 4 in the third grade. In the fourth grade, 1 student scored a level 1, 6 students scored a level 2, 2 students scored a level 3 and 1 student a level 4. The fifth grade had 1 student scored a level 1, 11 students scored a level 2, 6 students scored a level 3 and 0 students scored a level 4. Of the students who took the NYS Math Exam in their Native Language, 3 students scored a level 1, 4 students scored a level 2, 2 students scored a level 3 and 0 students scored a level 4 in third grade. In the fourth grade, 4 students scored a level 1, 1 student scored a level 2, 0 students scored a level 3 and 0 students scored a level 4. The fifth grade had 5 students score a level 1, 3 students scored a level 2, 1 student scored a level 3 and 0 students scored a level 4. Based on the data, students scored mostly a level 2 English and a level 1 in Native Language Arts.

In the fourth grade NYS Science exam, there was 1 student who scored a level 1, 0 in English and 1 in their Native Language; 4 students who scored a level 2, 2 in English and 2 in their Native Language; 7 students who scored a level 3, 5 in English and 2 in their Native Language and there were 2 students who scored a level 4, 2 in English and 0 in their Native Language totaling 14 ELL students. Based on data most of our students scored a level 3 in English. Fourth grade students that are preparing for the Science performance test and objective test have additional laboratory time of instruction with our Science Specialist during their enrichment periods every week.

In the fifth grade NYS Social Studies exam, there were 17 students who scored a level 1, 9 in English and 8 in their Native Language; 3 students who scored a level 2, 3 in English and 0 in their Native Language; 5 students who scored a level 3, 4 in English and 1 in their Native Language and there were 0 students who scored a level 4, 0 in English and 0 in their Native Language totaling 25 ELL students. Based on the data most of our students scored on a level 1 in English and Native Language. Students that are preparing for the NYS Social Studies test are introduced the content in the later part of fourth grade and curriculum is continued into the beginning part of fifth grade as per the curriculum using the Social Studies scope and sequence. In addition, our after school ELL Institute curriculum is designed to target content area of Social Studies using a sheltered approach.

Of the 34 students who took the ELE (Spanish Reading Test), 4 were in quartile 1 (1-25 percentile), 6 were in quartile 2 (26-50 percentile), 11 were in quartile 3 (51-75 percentile ) and 13 in quartile 4 (76-99 percentile). Based on the data most of our ELLs are performing within the fourth quartile (51-75 percentile). Students are provided with Native Language instruction within the content areas through the day in our TBE program.

When looking at the NYS ELA exam, most of our ELLs scored levels 1 and 2. In the NYS Math exam, most of our ELLs scored a level 2 in English and a level 1 when tested in their Native Language. In the Science exam, most of our ELLs scored a level 3 in English. In Social Studies the students mostly scored a level 3 in both languages.

At this time we are not using the ELL Periodic Assessments, however we are looking towards implementing and administering the test for the following year.

The ELLs Periodic Assessments are not applicable to our school.  
Native Language is taught through the content areas in our bilingual classrooms.  
We evaluate the success of our TBE and ESL programs by analyzing student formative and summative assessment data to ascertain whether or not our current programs are meeting the individual needs of our English Language Learners.

### **Additional Information**

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

## **Part VI: LAP Assurances**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/27/10
	Assistant Principal		10/27/10
	Parent Coordinator		10/27/10
	ESL Teacher		10/27/10
	Parent		10/27/10
	Teacher/Subject Area		10/27/10
	Teacher/Subject Area		10/27/10
	Coach		
	Coach		
	Guidance Counselor		10/27/10
	Network Leader		10/27/10
	Other		