



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EDWARD BUSH SCHOOL P.S. 18

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K018

PRINCIPAL: KAREN FORD

EMAIL: Kford5@schools.nyc.gov

SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Karen Ford	*Principal or Designee	
Maritza Aviles	*UFT Chapter Leader or Designee	
Cheryl Witt	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Frances Michalakos	Member/Teacher	
Maura Callan	Member/Teacher	
Lisa Marchello	Member/Teacher	
Maria Simon Ramirez	Member/Parent	
Devina Ramos	Member/Parent	
Ysoila Guitierrez	Member/Parent	
Adriana Rodriguez	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, there will be an increase of 20% in the number of students in grades 4 and 5 who will show more than a year of progress as measured by the NYS ELA test.

Comprehensive needs assessment

The major area of concern at Public School 18 has been student progress.

- 37% of students scored at a level 3 or 4
- 26.8 % of the students are in the median growth percentile as measured by our peer range in the school Progress Report
- 0% of the students in the lowest third progressed at least one year as measured by our peer range in the school Progress Report
- Our focus is to increase the number of students performing at levels 3 and 4, including the ELL and IEP students

Instructional strategies/activities

- Workshop model in reading and writing- Whole group minilessons implementing reading and writing strategies: phonemic awareness, reading comprehension, interactive, and shared writing, shared reading, guided reading, and accountable talk for all students and small group strategy lessons for identified students – K-5 students - *Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi- ELL students)*-Sept-June
- A Balanced Literacy Program will be utilized to develop independent reading and writing strategies: Shared/ guided reading, shared /guided writing- PK-5 students- *Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi - ELL students)* Professional development by the CFN network Sept-June
- Read alouds in and out of the workshop- PK-5 students- *Classroom teachers and AIS providers(Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students,)-* Sept-June
- 100% of staff will be trained in the Danielson Framework - Teachers will improve their pedagogical practice through use of the Danielson Framework via informal and formal observations
 - Deepening of questioning and discussion techniques-
 - Engaging students in learning
 - Using formative Assessment in Instruction
 - Reflecting on Teaching
 - Maintaining Accurate Records
 - Professional and Instructional Collaboration

Teachers will assess students routinely formally or informally

- W.R.A.P. assessment
- ECLAS or MCLASS
- Writing rubrics
- Running record

- Class assessments
- Predictives
- ITA's
- Checklists
- Observations
- Teachers will plan for differentiation based on the knowledge of students
- Inquiry groups, core and grade level will be formed with a purpose of working with a select group of identified students
 - Phonemic awareness
 - sight word recognition
 - Comprehension
 - Fluency
 - Vocabulary
 - Writing
- Continue to use Sadler and Oxford texts for grammar and vocabulary – 3-5 students - *Classroom teachers* - Sept-June
- Word Study- PK-5 students- *Classroom teachers*- Sept-June
- Professional development to develop teachers' awareness and understanding of the CCSS standards and their individual roles in the implementation process of developing a task in small groups and at specific grade levels- Network and grade level training - August-June
- Students will produce a grade level "Response to Literature", as well as in the content areas as demonstrated by Individual Student portfolios/notebooks and teacher assigned projects in line with teacher created student rubrics.
- Continue the humanities curriculum that will involve literacy, social studies, and a strong technology component where the students in grades 4 and 5 will be creating presentations- *Classroom teachers, Christopher Schilling(computer cluster)*, - Sept-June, Professional development provided by the computer cluster and principal to teachers and students. Teachers also attend offsite PD provided TEQ.
- Continue an interdisciplinary science and social studies curriculum that will integrate literacy skills development. Social studies, and science both have strong technology components that require students to research and create presentations- *Classroom teachers, Christopher Schilling (Technology and Research Cluster)* - Professional development provided by OmniLearn Science. Inc. and the *Technology and Research Cluster* to teachers and students. Sept-June
- Continued use of Breakthrough to Literacy in PK-K- *Classroom teachers* - Sept-June
- Continued use of Wilson's Foundation in Gr. K-2- *Classroom teachers* - Sept-June
- Continuation of the Award Reading Program Gr. 1 and 2 students – *Classroom teachers* – Sept-June, Professional development provided by vendor onsite once a month.
- Implementation of the Award Reading Program in Gr. K and 3 - *Classroom teacher* - Sept-June, Professional development provided by vendor onsite once a month.
- Implementation of Award Reading computerized Program beginning September 2011- *Classroom teachers, Christopher Schilling(computer cluster)* Professional development provided by vendor onsite once a month and the computer cluster *Classroom teachers, Christopher Schilling(computer cluster)*. Sept-June
- Continuation of Blueprint for Exceptional Writing and its Checklist - PK-5 students *Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students)*-Sept-June

- Implementation of Smartboard technology (grades 4 and 5) and Smart tables (PK-1) - *Classroom teachers, Christopher Schilling(computer cluster) - Sept-June*
- Well stocked Classroom Libraries - *Classroom teachers- Sept-June*
- Additional Guided Reading Resource Materials available - *Classroom teachers- Sept-June*
- Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – *Blanca Ramirez- Sept-June*
- Publication of a parent newsletter to inform all parents- *Principal, classroom teachers*
- Provide AIS services to support targeted students in Reading and Writing, Phonemic Awareness, Reading Comprehension, Interactive Writing, Guided Reading, and Accountable Talk - (*Paula Vaughan, Frances Michalakos, Avinash Pancholi*)- Sept-June
- Extended Day: Students at risk will continue to receive services for 37.5 minutes Monday to Wednesday. *Classroom teachers (Pk-5), AIS providers, and all other school staff*
- Continue the program “ Targeted Reading Intervention” for academic intervention for students who have been identified as making no progress - *Classroom teachers (Pk-5), AIS providers (Paula Vaughan, Frances Michalakos) Sept-June*
- Provide enrichment activities during and after school to encourage oral and written expression. i.e. Sing for Hope Drama Latin American Culture, Greek Mythology, How the Body Works, School Yearbook, violin, Wonders of Water- *Classroom teachers, AIS providers, CBOs*
- After School Programs: Focused groups in K-5

Strategies to increase parental involvement

- Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – *Blanca Ramirez- Sept-June*
- Meet the Teacher and Curriculum Night
- Publication of a parent newsletter to inform all parents- *Principal, classroom teachers*
- Continued Parent Workshops by Sylvan Learning
- Family Literacy Night
- Building a community of learners through parental involvement, cooperative curriculum planning, student partnerships driven with accountable talk. Professional development provided by the AIS providers and testing coordinator- *How to help your child read? Reading strategies and test taking strategies.*

Strategies for attracting Highly Qualified Teachers (HQT)

Although the recent cuts to public school has created the trend to excess more teachers rather than hire teachers, we continue to develop a collaborative learning community with a focus on continued Professional Development and opportunities for leadership.

Recruitment - We have about 10 applications yearly for positions we do not have, or are posted. Parents, faculty, and teachers who formerly worked and/or substituted at P.S. 18, and word of mouth have provided us with an exceptionally fine pool of applicants. As a small school, we are especially interested in what we term “Excellence without Excuses,” and have interests, talents, and skills across more than a single narrow area. It is our goals to promote Leadership from within.

Our FY2010 Highly Qualified percentage was 100%.

When each new teacher is hired his or her Highly Qualified status is evaluated by the Principal. If they are not currently certified, a written plan is developed to assure that they become highly qualified within a specified time frame. When this is accomplished, the second year plan would be revised to include our one-year supervised practicum so that the teacher can receive a clear renewable certification. Each teacher at P.S. 18 must attend a conference with the Principal every nine week session. In addition, they are provided with much focused professional Development, and required to attend at least two 2-day Professional Development provided by the Cluster, Network, Vendor or College. No candidate is hired without a Masters Degree and the required number of credit hours needed to meet the NCLB Highly Qualified definition.

Service and program coordination

There are many service products in P.S. 18, many of which students are directly involved and organize

- **Anti-Bullying – Be a Friend, not a Bully.**
- **Peer Mediation – Thirty students in grades 3-5**
- **Student Government –**
- **Early Childhood Morning Escorts -**
- **Penny Harvest -**
- **City Harvest -**
- **FDA Fresh Fruit and Vegetables**
- **Sugar-free Drink Campaign -**
- **Warm Coat and Sweater for Veterans Drive -**
- **Funding raising for the victims of Global disasters**

Budget and resources alignment

- **Fair Student Funding**
- **C4E**
- **Parent Coordinator TL**
- **T-1 SWP**
- **T-1 ARRA**
- **TL IEP Special Ed.**
- **Title III**
- **EGCR**
- **TL CF**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, there will be an increase of 20% in the number of students in grades 4 and 5 who will show more than a year of progress as measured by the NYS math test.

Comprehensive needs assessment

Our concern at Public School 18 has been student progress.

- **51% of the students achieved a level 3 or 4**
- **31.1% of the students in the median growth as measured by our peer range in the school Progress Report**
- **33.7% of the students in the lowest third made at least one year progress as measured by our peer range in the school Progress Report**
- **Our focus is to increase the number of students performing at levels 3 and 4, including the ELL and IEP students**

Instructional strategies/activities

- **Implementation of Everyday Math Program/Math Steps- K-5 students- *Classroom teachers (K-5) and AIS providers*)-Sept-June**
- **Workshop Model: Whole group minilessons, small guided group instruction and strategy lessons on specific mathematical concept or skill, utilizing math manipulatives K-5 students- *Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi)*)-Sept-June**
- **Accountable Talk- K-5 students, *Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students)*)-Sept-June**
- **Mathematics Games - K-5 students- Classroom teachers will incorporate games into the lesson twice a week throughout the year**
- **Word wall for all students to use and interact with- *Classroom teachers*- Sept-June**
- **Read Alouds of math oriented books K-5 students -Classroom teachers will read as necessitated by the topic- Sept-June**
- **Students will read and integrate writing skills in their problems solving**
- **Students will create their own world problems for study**

- **100% of staff will be trained in the Danielson Framework - Teachers will improve their pedagogical practice through use of the Danielson Framework via informal and formal observations**
 - Deepening of questioning and discussion techniques-
 - Engaging students in learning
 - Using formative Assessment in Instruction
 - Reflecting on Teaching
 - Maintaining Accurate Records
 - Professional and Instructional Collaboration
- Teachers will assess students routinely formally or informally**
- MCLASS
 - ECAM
 - ST Math online Assessments
 - Class assessments
 - Predictives
 - ITA's
 - Checklists
 - Observations
- Teachers will plan for differentiation based on the knowledge of students
 - Math Logs- *Classroom teachers*- Sept-June
 - ST MATH a Mind Research math program- Grades 2-4. Professional Development provided by Program expert to P.S. 18 every other month to support the teachers, discuss data, and plan for instruction.
 - Learning through Inquiry using manipulatives- *Classroom teachers* - Sept-June
 - Provide AIS services to support targeted students in Mathematics, specifically Problem Solving, Computational Skills, Mathematics Vocabulary, Lifelong Skills, Interactive Writing, and Accountable Talk, in small group settings will be supported by ELL, Resource Room, and AIS teachers. Sept-June
 - The ESL teacher will introduce, as well as review mathematics curriculum topics with targeted ELL students in consultation with the Classroom teacher. Sept-June
 - Extended Day: Students at risk will continue to receive services for 37.5 minutes before school. *Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students,)-Sept-June,*
 - Provide enrichment activities during and after school activities to encourage mathematical thinking strategies. i.e. small group work, math games, Future Engineers (Bridges and Robotics), G-Next; planning for the Future a program geared to girls to promote financial awareness
 - After School Programs: Focused groups in 3-5

Strategies to increase parental involvement

- Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – *Blanca Ramirez*- Sept-June
- Publication of a parent newsletter to inform all parents- *Principal, classroom teachers*

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

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- Peer Mediation – Thirty students in grades 3-5
- Student Government –
- Early Childhood Morning Escorts -
- Penny Harvest -
- City Harvest -
- FDA Fresh Fruit and Vegetables
- Sugar-free Drink Campaign -
- Warm Coat and Sweater for Veterans Drive -
- Funding raising for the victims of Global disasters

Budget and resources alignment

- Fair Student Funding
- Contract for Excellence
- Parent Coordinator TL
- Title I School Wide
- TL IEP Special Ed.
- ARRA Funding
- EGCR
- TL CF

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, 94 % of the 4th grade students will achieve a level 3 or 4 on the NYS science test.

Comprehensive needs assessment

- **89% of the fourth grade students scored a level 3 or 4 on the 2010-2011 NYS science.**
- **Despite the success of the students in science, we feel that students need more intense instruction in the content areas with extensive work with vocabulary and informational materials.**

Instructional strategies/activities

- **Build stronger Science and knowledge and vocabulary - PK-2 students through hands-on discovery, experimentation, and investigation. *Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students,)-Sept-June - Sept-June***
- **Provide K-5 students with opportunities to explore through inquiry-based and project-based instruction – *Classroom teachers - Sept-June***
- **Teachers of grade 4 will supplement scientific instruction through computer software using the internet for information and sources**
- **Hands-on activities for all K-5 students – *Classroom teachers- Sept-June***
- **Writing in the content area – 3-5 students - *Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students,)-Sept-June - Sept-June***
- **Journal Writing and reflection- 3-5 students *Classroom teachers- Sept-June***
- **Accountable Talk- K-5 students - *Classroom teachers- Sept-June***
- **Use scientific language and vocabulary and science word wall - K- 5 students - *Classroom teachers- Sept-June***
- **Class Trips and scientific expeditions - PK-5 aligned with curriculum and instruction**
- **Provide AIS services to support targeted students in Science as identified by the Grade 4 New York State Science test and Teacher Assessment across the grades. ELL and AIS teachers will support Science Skills and Accountable Talk in small group settings.**
- **Supplement scientific instruction through collaboration with public and private agencies such as the OmniLearn Scientific Laboratory Inc.**
- **Professional development by Omnilearn Scientific Laboratory staff**
- **Foss science units and kits**

- Humanities/interdisciplinary Initiative – Gr. 5
- Develop science presentations with links to age-appropriate websites to integrate technology into science instruction and excite students about recent scientific developments in fields like medical research and space exploration. 4-5 students
Classroom teachers, Christopher Schilling (Computer Cluster)- Sept-June
- Non-Fiction Reading - *Classroom teachers- Sept-June*
- Increase the number of non fiction trade books relating to science topics in Classroom libraries- *Principal*
- Professional development to develop teachers' awareness and understanding of the CCSS standards and their individual roles in the implementation process of developing a task in small groups and at specific grade levels- Network and grade level training - August-June
- 100% of staff will be trained in the Danielson Framework - Teachers will improve their pedagogical practice through use of the Danielson Framework via informal and formal observations
 - Deepening of questioning and discussion techniques-
 - Engaging students in learning
 - Using formative Assessment in Instruction
 - Reflecting on Teaching
 - Maintaining Accurate Records
 - Professional and Instructional Collaboration

Strategies to increase parental involvement

- Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – *Blanca Ramirez- Sept-June*
- Publication of a parent newsletter to inform all parents- *Principal, classroom teachers*

Strategies for attracting Highly Qualified Teachers (HQT)

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Our FY2010 Highly Qualified percentage was 100%.

When each new teacher is hired his or her Highly Qualified status is evaluated by the Principal. If they are not currently certified, a written plan is developed to assure that they become highly qualified within a specified time frame. When this is accomplished, the second year plan would be revised to include our one-year supervised practicum so that the teacher can receive a clear renewable certification. Each teacher at P.S. 18 must attend a conference with the Principal every nine week session. In addition, they are provided with very focused professional Development, and required to attend at least two 2-day Professional Development provided by the Cluster, Network, Vendor

or College. No candidate is hired without a Masters Degree and the required number of credit hours needed to meet the NCLB Highly Qualified definition.

Service and program coordination

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- Funding raising for the victims of Global disasters

Budget and resources alignment

- Fair Student Funding
- C4E
- Parent Coordinator TL
- Title I School Wide
- TL IEP Special Ed.
- EGCR
- TL CF

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012, we will have an increase of 15% in parent participation at our parent meetings, on our parent committees, and at all school activities including parent workshops and 75% of the families will have accessed ARIS parent link.

Comprehensive needs assessment

An analysis of data by the SLT indicated that there could be more parental involvement. It was determined that more than 80% of the parents come to school on open school night and afternoon, but a smaller number attend the meetings and workshops that are offered by the school.

Instructional strategies/activities

- **An expanded menu of workshops will continue to inform parents within the context of hands-on activities and to familiarize them with:**
 - * **Classroom routines and rituals**
 - * **Homework**
 - * **Test taking readiness and strategies**
 - * **Curriculum**
 - * **From Stress to Success by Sylvan Learning**
 - * **Asthma – by Woodhull Hospital Asthma Clinic**
 - * **Nutrition – by Parent Empowerment**
 - * **Conflict Resolution – by Conflict Reso for Safer Schools and Communities**

Strategies to increase parental involvement

- **Parent coordinator will ensure that parent newsletter in English and Spanish will continue to be sent home monthly with an overview of projects, school policies, celebrations and announcements both past and upcoming. *Blanca Ramirez - Sept-June***
- **The school will continue to vigorously promote the initiative to encourage parents to access ARIS data regarding the academic progress of their children. *Blanca Ramirez, Frances Michalakos***
- **Monthly calendar will continue to be sent home with students- *Principal***
- **Initiate a curriculum night inviting all parents to come to school to meet the teachers and get familiarized with the curriculum and their children's class routines.**
- **A "parent-friendly" easy-to-read staff directory will be sent home – *Principal, Blanca Ramirez (parent coordinator)***
- **A new bulletin board dedicated to parent announcements will be displayed. *Principal, Blanca Ramirez (parent coordinator)***
- **A survey of parent interest will continue to be developed and sent home in English and Spanish- *Principal, Blanca Ramirez (parent coordinator), School Leadership Team***
- **Parents on the School Leadership Team will continue their involvement in making important decisions concerning the school**

instructional plan (CEP) and the allocation of resources to support it.

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

Strategies for attracting Highly Qualified Teachers (HQT)

Although the recent cuts to public school has created the trend to excess more teachers rather than hire teachers, we continue to develop a collaborative learning community with a focus on continued Professional Development and opportunities for leadership.

Recruitment - We have about 10 applications yearly for positions we do not have, or are posted. Parents, faculty, and teachers who formerly worked and/or substituted at P.S. 18, and word of mouth has provided us with an exceptionally fine pool of applicants. As a small school, we are especially interested in what we term “Excellence without Excuses,” and have interests, talents, and skills across more than a single narrow area. It is our goals to promote Leadership from within.

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Service and program coordination

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- City Harvest -

- **FDA Fresh Fruit and Vegetables**
- **Sugar-free Drink Campaign -**
- **Warm Coat and Sweater for Veterans Drive -**
- **Funding raising for the victims of Global disasters**

Budget and resources alignment

- **Community-based Organizations**
- **Community Educational Council**
- **Fair Student Funding**
- **Title I**
- **Title III**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	17	17	N/A	N/A	2	-	1	1
1	28	28	N/A	N/A	3	2	2	2
2	10	10	N/A	N/A	-	-	-	2
3	10	10	N/A	N/A	11	1	3	4
4	7	7	7	7	-	-	1	1
5	23	23	23	23	7	-	1	1
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group instruction during the school day and during extended-time. One on one instruction during the school day and during extended-time. Guided Reading Instruction, Breakthrough through Literacy, Targeted Reading Intervention and Lexia Programs
Mathematics	On Wednesdays, the extended-time focus is Math. Small group and 1:1 during extended-time and during the school day. Guided mathematics lessons and Targeted Math Intervention Program
Science	Small group instruction: reading in the content area. Fourth grade and fifth grade receive intensive instruction once a week. Kaplan Series, Foss Science, Harcourt Science Programs
Social Studies	Small group instruction: reading and writing in the content area. Grades 4-5 Project-based instruction
At-risk Services provided by the Guidance Counselor	Small group and 1:1 counseling for non-mandated students based on ongoing and/or temporary need
At-risk Services provided by the School Psychologist	Small group and 1:1 counseling for non-mandated students based on ongoing and/or temporary need
At-risk Services provided by the Social Worker	Small group and 1:1 counseling for non-mandated students based on ongoing and/or temporary need
At-risk Health-related Services	Open Airways for students suffering from asthma in grades 2-5. This service is provided by our school nurse in eight-week cycles.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Title I Parent Involvement Compact/Policy

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

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

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

ACTION PLAN

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

Early

Childhood:

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

Parents as Teachers

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

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

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

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

ACTION PLAN:

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

ACTION PLAN

- Parent Workshops for Grades K-5 will be provided by staff and consultants on content standards
- What does the Grading Rubric: 1, 2, 3 and 4 mean? What does the student work on each level look like?
- What are the Promotional Criteria/Standards for each Grade
- What parent need to do to help their child/ren be successful in school and meet Promotional Standards

- What questions should parents ask their child/ren’s teachers about student work and instruction
 - Parent will be notified of, and recruited for, off-site workshops, conferences and/or classes that focus on any of the aforementioned;
 - Materials, i.e., books, hands-on materials for math and science will be purchased by the school as needed.
- b. Edward Bush School for Leadership ~ P.S. 18 will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

ACTION PLAN

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

Additionally parents will be invited to participate in ongoing workshops with academic consultant programs working with the students and teachers, i.e., Brooklyn Center for the Urban Environment.

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

ACTION PLAN

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

- Overall School Tone and Talk
- Respect each child and parent as an individual, and celebrate growth, as well as support needed areas;
- Respectful and non-condescending interactions with parents
- Professional development provided for teachers and staff that focus on:
 - Academic Intervention
 - Differentiated Instruction
 - Referral Process (When applicable)
 - Responsive Classrooms

- d. Edward Bush School for Leadership ~ P.S. 18 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers

Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

ACTION PLAN

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

ACTION PLAN

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

ADOPTION

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Lucile Lewis	District 14	Borough Brooklyn	School Number 018
School Name Edward Bush Magnet School			

B. Language Allocation Policy Team Composition [?](#)

Principal Karen Ford	Assistant Principal N/A
Coach Frances Michalakos Test Coord	Coach Paula Vaughan AIS
Teacher/Subject Area Avinash Pancholi ESL Teacher	Guidance Counselor Catherine Etkins
Teacher/Subject Area Josephine Tramparulo 2nd Grade	Parent Maria Simon
Teacher/Subject Area John Werner 5th Grade	Parent Coordinator Blanca Ramirez
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	17

D. School Demographics

Total Number of Students in School	214	Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	20.09%
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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. 

PART II IDENTIFICATION PROCESS

All parents registering their children in P.S. 18 are administered the Home Language Information Survey (HLIS) in their parent's native language. The certified ESL teacher Mr. Pancholi administers the survey. The ESL teacher uses the interpretation services of the bilingual parent coordinator, or the ISC Translation and Interpretation Unit, when necessary. The ESL teacher conducts an interview with the family to discuss their home language. He also assesses the child to determine eligibility for English language support services. He reviews the parent's responses on the HLIS to determine whether the student is eligible for testing.

All newly admitted students whose HLIS indicate a home language other than English are administered LAB-R within 10 days of enrollment. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R are administered Spanish LAB to determine language dominance for planning in providing the ESL services.

The ESL teacher promptly reviews the LAB -R tests and hand-scores them and delivers the tests to a pick-up site for machine scoring. For students who have not obtained a passing grade on the LAB-R, the ESL teachers evaluate the students and determine eligibility for ELL services.

All parents of newly identified ELLs are invited to a parent orientation. We use the DVD provided by DOE that describes all three program choices (Transitional Bilingual Education, Dual Language and freestanding ESL). During the orientation, we provide information to parents in their native language. If parents are not able to attend the orientation, the ESL teacher reaches out to them through out the year in a number of ways, through phone conversations, meeting personally to explain the process of parental choice. The ESL teacher contacts parents to ensure all entitlement letters are received by the parents and the Parent Surveys and Program Selection forms are returned.

The school sends home letters to parents informing them about the NYSESLAT result of their child. If the child is entitled to receive the services during the year, we communicate the information in English as well as native language.

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

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

For new ELL students, P.S. 18 makes a concerted effort to inform parents of the program choices available in New York City, the locations of the available programs, and the differences among the programs. As soon as new ELL students are identified, their parents

are sent a letter in English and the home language inviting them to an Orientation for Parents of New ELLs where the programs are described in detail, a video produced by the New York City Department of Education is viewed, and questions are invited. The meeting is hosted by the ESL teacher and the parent coordinator. The parent survey is distributed at the end of the meeting, and parents are invited to choose a program. Parents who cannot attend the meeting are invited to discuss the choices personally with the parent coordinator or the ESL teacher. The ESL teacher makes sure that all parents of new ELLs make informed choices and fill out the survey.

For the past several years, parents of new ELLs have chosen ESL as their program of choice. The trend has been that parents have always chosen freestanding ESL. After reviewing the the Parent Survey and Program Selection forms, the documents are kept in a secure location in school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	8	10	8	8	3	6								43
Total	8	10	8	8	3	6	0	0	0	0	0	0	0	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	33	Special Education
SIFE	3	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	33	3		10						43
Total	33	3	0	10	0	0	0	0	0	43

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	10	7	7	3	5								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1			1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	8	10	8	8	3	6	0	0	0	0	0	0	0	43

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part IV : ELL Programming

1. The freestanding ESL program at PS 18 model utilized is 75% push-in to work side-by-side with the student, and 25% pull-out to provide additional time-on-tasks. The ESL teacher pushes-into the classes where the ELLs are grouped heterogeneously. In the pull-out model the ELLs are grouped by their grade level, proficiency, age and needs. The ESL teacher regularly holds conferences with students and other teachers and service providers of ELLs to ensure consistency and to discuss a variety of ways to help ELLs in language development.

The school uses a Balance Literacy model through Readers and Writers workshop and math workshop. To further support the students, we utilize a hands-on approach in math and science. The classroom and ESL teacher apply ESL methodology and appropriate strategies to enhance second language acquisition. A variety of scaffolding strategies are used to help students comprehend the content area subjects and boost their understanding of academic language. These include modeling, contextualization, graphic organizers, total physical approach and role playing to increase language and literacy development. All students journals for reading, writing, science, math and all areas are scaffolded from the point of student needs.

2. ESL teachers' schedule are designed in a manner to ensure that each of our ELLs receive required minutes of instruction per his/her level of proficiency in LAB-R and/or NYSESLAT.

All ELLs at beginner and intermediate level receive mandated ESL and ELA instructional minutes. Students in advance level receive mandated minutes of instruction. In ESL classroom we have books and materials to support ELLs in their native languages.

ELLs in grades 3-5 take New York State Standardized Tests including ELA. In order to provide instructional minutes, the ESL teacher mostly pushes-in during the periods when the classroom teacher/s and/or the literacy coach is teaching ELA strategies. This allows the ESL teacher to scaffold instruction on ELA strategies to ELL to their grade level and helps him tailor the instructional delivery to meet the needs of the each of the ELLs in their respective class.

Those students who still need further assistance are provided additional support by the ESL teacher in a small-group set up during pull-out and/or mandated extended-time tutoring. The ESL teacher regularly confers with homeroom teachers to share academic needs of ELLs, areas where ELLs need extra help, so that other teachers can also provide continued support to ESL students. Additionally, the strategies

A. Programming and Scheduling Information

especially which ELLs find challenging to understand and implement during reading, writing, and listening parts of ELA, are discussed and demonstrated during professional development sessions.

P.S. 18 does not have bilingual classes, so NLA instructional minutes part does not apply to our school.

3. All the content area instruction is in English using ESL methodology. In content areas, the students use project based learning approach and are supported through leveled materials, technology, multimedia and audio sensory materials.

A variety of learning strategies are applied to differentiate instruction for ELL subgroups. The approaches include multiple intelligences, Cognitive Academic Language Learning Approach (CALLA), cooperative learning, project based learning, role playing, process writing, buddy reading and writing. A number of approaches and programs are used to support ELLs include: Foundations, Break through the Literacy, Awards Reading, Mind Research Stem Math, oral language LEXIA and vocabulary development through role playing and drama. Both ESL and Academic Intervention Services are provided to all ELLs. At risk Resource Room services are provided to those in need. New programs and improvements that are being considered for this year are: Awards Reading program in grade kindergarten and 3 and additional test prep material for NYSESLAT and New York State Assessment.

We plan to continue to provide additional services and our school has no plan to discontinue any of the services for our ELLs.

Our ELLs participate in all multicultural activities, academic programs, enrichment programs, get opportunities to go on all trips, participate in monthly cultural presentations based on holidays and multi cultural fair. All ELLs are offered opportunity to participate in after-school academic and non-academic activities.

Instructional materials used for ELLs include: fiction and non-fiction trade books, picture dictionaries in Spanish, English and Arabic, Newcomers Program by Prentice Hall, Everyday Math for ELLs, core curriculum materials in science, math and social studies all supported by computer technology: smart tables in early childhood and smartboards in upper grades and computers in each classroom.

5. a. & b. Context-embedded material and manipulatives are used extensively for SIFE, new comers, new immigrants and those ELLs who need additional assistance in understanding and developing basic English. This also helps them understand grasp new words and concepts in content areas such as math, science and social studies. Newcomers taking standardized tests are provided extensive training in test taking strategies as well as before and after school test prep. During test prep and NYS testing, those students needing translated materials and/or interpretation services are provided. Test preps and strategies including following directions, responding to questions and transferring them on to an answer grid are incorporated in the lessons. As the year progresses, the newcomers are gradually exposed to ideas and concepts more through verbal and written clues so as to minimize their dependence on concrete objects and visuals. This in turn, helps them continue to learn outside of the school. The ultimate goal is to make them independent, life-long learners who can apply their skills for higher studies and real life situations.

5. c.d. PS 18 has ten ELLs who have been receiving ESL services for 4-6 years. These ELLs need extra support in reading and writing sub-areas of language development and application. Interventions being implemented for providing additional academic support to these ELLs include: (a) A very small group Extended-time tutoring three times a week from 7:52 to 8:30a.m.; (b) A small group and/or 1-to-1 instruction in subject areas where the assistance is most needed for language application during pull-out/push-in by the ESL teacher using a variety of ESL strategies, multiple intelligence; (c) Applying the Cognitive Academic Language Learning Approaches (CALLA) appropriate to the student interest/s and grade level to improve their writing mechanics including spelling, grammar and usage and help hone sentence structure skills by step-by-step process writing using workshop model; (d) Being in standardized test-taking grades, these ELLs will be provided additional help in small group sessions to help understand and apply academic language embedded in content areas such as math, science and the NYSESLAT writing sub-area. (e) Periodic informal assessments of skills learned and not yet mastered will be performed by the ESL teacher and Academic Support Intervention teachers to evaluate their academic growth; (f) Strategies to promote reading comprehension skills include: using ESL strategies in combination with the multiple intelligences approaches; using high-interest content area related informational reading in science and social studies to help the ELLs make meaning of academic language embedded in the text; focused instruction with the help of reading resources with idioms commonly used in American English to assist these ELLs in understanding idiomatic expressions often used in literary writing at their grade level. (g) If any additional support is needed, a special meeting with their parents will be convened and with the parent consent the school will provide services required.

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

A. Programming and Scheduling Information

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	needs of its students, with an added attention being paid to the ELL population. With a wide variety of choices we provide, every child who comes to our school has an opportunity to learn and for a potential to show all around growth.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What are the criteria for identifying ELLs?

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

P.S. 18 has three SIFE students. Two of the SIFE are Spanish language dominant new immigrants, while the third is a new immigrant whose native language is Arabic. We have been using a variety of instructional material/strategies to differentiate instruction for SIFEs. These materials include: picture dictionaries with words and explanations in English as well as native language of the students; bilingual picture/vocabulary cards to promote language development, content area picture dictionaries to help understand academic concepts in math, science and social studies; bilingual glossaries in math and science along with dictionaries are used to help the SIFE understand terms used in the content areas; small-group instructional sessions where the SIFE are encouraged to learn and practice their English language skills with other students; modified lessons to simplify the concepts in content areas through the use of manipulatives such as pocket charts, hands-on activities; during and after-school drama and song sessions to promote oral language development; math card games to help boost understanding of American measuring units and currency; selected activities from the Prentice Hall Regents ESL Newcomer Program to acquaint SIFE with the American school system and survival English.

In addition to all the above mentioned support strategies for SIFE, the ESL and homeroom teachers provide training in test taking strategies as the SIFE are new to the American testing modalities. The SIFE are provided additional time to finish tasks in ESL and other academic support group sessions to increase their level of confidence.

6. and 7. The programming for ESL instruction is designed with learning needs of all ELLs including ELL-SWDs. For the ELL-SWDs, we introduce concepts through hands of activities using easy to use manipulatives including story boards and picture/photo cards. The students are heterogeneously grouped so that ELL-SWDs get an ample of opportunity to participate in all the activities with their non-disabled peers. During group work, each ELLs gets a chance to play a meaningful role. This provides a number of opportunities during the school day to all students, irrespective of their level of English proficiency, disabilities and limitations to participate whole-heartedly in all activities. This, in turn, help create a family of learners where everybody has role to play and can make a meaningful contribution of the group.

8. Targeted interventions for ELLs in ELA, math, science and social studies are planned in close consultations with all teachers, including Academic Intervention providers and SETSS teacher involved in teaching ESL students. Content area picture dictionaries are used during small group sessions to address specific needs of each ELL to help them understand the concepts. The scaffolds applied to assist students are appropriate to their level of proficiency in the specific content area. In order to provide maximum possible support to ELLs, the ESL teacher pushes-into classes when ELA strategies math, social studies and/or science are being taught. Based on the observation and the performance of ELL in the classwork and periodic in-class assessment results, the students are provided extra help in the areas where they are lagging behind, for the lack of understanding of academic language or their limited understanding of particular concepts in content areas.

Although PS 18 does not have a bilingual education program, we have books in math, science and social studies in native language, especially to provide additional support to the SIFE and new immigrants. This helps them to make a transition and transfer of their knowledge base from their native language into English. Those ELLs who are literate in their native language are allowed to take the standardized tests in math, science and social studies in their native language.

All ELLs and former ELLs are allowed access to approved bilingual dictionaries during the state standardized tests.

9. The ELLs who tested out of the ESL program as they reached proficiency on the NYSESLAT, are provided continued transitional

B. Programming and Scheduling Information--Continued

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All ELLs and former ELLs are allowed access to approved bilingual dictionaries during the state standardized tests.

9. The ELLs who tested out of the ESL program as they reached proficiency on the NYSESLAT, are provided continued transitional support in academic language development. While pushing-into classes, the ESL teacher provides an adequate support to the former ELLs

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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.

D. PD and support for school staff

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

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

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

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

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

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

All teachers including common branch teachers, subject area teachers and paraprofessional, cooperative team teaching teachers at PS 18 participate in in-house and out of school professional development sessions.

Teachers participate in professional development in the area of supporting ELLS by the:

- a) Network ESL instructional specialist,
- b) Network and Cluster PD offerings
- c) Citywide PD Offerings

In addition, monthly professional development on strategies to support our ELLS in oral language development, writing and grammar are presented by the ESL teacher during scheduled PD periods written into every teachers schedule:

Period 2: Gr. K-2 – 1st or 2nd Tuesday of each month

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Period 2: Gr. K-2 - 1st or 3rd Tuesday of each month

Period 2: Gr. 3-5 - 1st or 3rd Thursday of each month

Additionally, on Thursdays, our CFN Instructional specialist, Myrdis Kelley, works with all classroom teachers on how to integrate the Common Core State Standards and their related literacy tasks into classrooms, and how to support ELLS, as well as students with I.E.P.s, through differentiation and the use of leveled and pictorial materials.

The 4th Tuesday of each month, the ELLS teacher presents professional development to academic intervention providers, SETTS teacher and principal, where he shares strategies to help ELLs in language development, as well as any concerns he may have concerning any specific ELL/s.

For classroom teachers from kindergarten through second grades the PDs are scheduled for the first Tuesday of each month. The PDs for grades 3-5 are presented by the ESL teacher on the first Thursday of each month. The AIS leader and test coordinator and literacy coach are present at all ESL PDs.

The programs to further assist ELLs and former ELLs include:

1. LEXIA after school program to strengthen reading skills of ELLs and former ELLs in grade 3.

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?

E. Parental Involvement: The ESL teacher and the parent coordinator hold meetings with parents of newly admitted ELLs to describe services, distribute the program preference surveys and introduce themselves to the parents, with whom they maintain frequent contact. During Parent-Teacher conferences, the ESL teacher invites parents of ELLs to meet with them as well as classroom teachers to discuss ways for language development for newcomers and how to help ELLs acquire academic language in content areas. ESL teacher and the parent coordinator are regularly available to consult and support with the parents of ELLs for middle school transition. We offer parent workshops, middle school visitations and assistance in filling out the choice forms to facilitate smooth transitioning for our graduating fifth graders.

The school has partnership with CBOs to provide workshops and services to ELL parents: Sylvan Learning, Department of Health, Sing for Hope, Puerto Rican Family Institute, etc.. The school has developed parent surveys and parent intake forms, in both English and Spanish, to evaluate the needs of the parents and to get a feedback. Based on the parent surveys the following provides workshops and training: ESL teachers, parent coordinator, principal, outside resources.

Workshops: i.e.:

- a) What do Levels 1, 2, 3 and 4 Really mean?
- b) How can I help my child be more successful in school!
- c) Math
- c) Saturday Parent-Child Hands-on Science Workshops K-1; 2-3 and 4-5
- d) Test Prep Grades 3-5
- e) How ARIS works.

Furthermore, all notification, letters sent home from school is translated into Spanish by our parent coordinator. However, lengthier notifications and booklets are translated via per session of a licensed teacher, or the Translation/Interpretation Unit.

All communication to parents, including notification such as placement letters, testing dates for ELLs, etc., are downloaded from the Office of English Language Learners on the DOE site; and sent home in English and native languages of parents. In addition, for those ELLs with I.E.P.s, we have a bilingual school psychologist, social worker, family worker, and/or a bilingual 'F' status guidance counselor, present at all EPC's, triennials, annuals and parent conferences relating to their children.

During parent orientation sessions, the parent coordinator provides translation services to guardians and parents. The participants are encouraged to ask questions in native language and responded to in their first language.

In addition, during general meetings, open school nights or Parent-Teacher Conference, translators are placed on each floor to assist teachers and parents during this process.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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6. and 7. The programming for ESL instruction is designed with learning needs of all ELLs including ELL-SWDs. For the ELL-SWDs, we introduce concepts through hands-on activities using easy-to-use manipulatives including story boards and picture/photo cards. The students are heterogeneously grouped so that ELL-SWDs get an ample opportunity to participate in all the activities with their non-disabled peers. During group work, each ELL gets a chance to play a meaningful role. This provides a number of opportunities during the school day to all students, irrespective of their level of English proficiency, disabilities and limitations to participate whole-heartedly in all activities. This, in turn, helps create a family of learners where everybody has a role to play and can make a meaningful contribution to the group.

8. Targeted interventions for ELLs in ELA, math, science and social studies are planned in close consultations with all teachers, including Academic Intervention providers and SETSS teachers involved in teaching ESL students. Content area picture dictionaries are used during small group sessions to address specific needs of each ELL to help them understand the concepts. The scaffolds applied to assist students are appropriate to their level of proficiency in the specific content area. In order to provide maximum possible support to ELLs, the ESL teacher pushes-into classes when ELA strategies in math, social studies and/or science are being taught. Based on the observation and the performance of ELL in the classwork and periodic in-class assessment results, the students are provided extra help in the areas where they are lagging behind, for the lack of understanding of academic language or their limited understanding of particular concepts in content areas.

Although PS 18 does not have a bilingual education program, we have books in math, science and social studies in native language, especially to provide additional support to the SIFE and new immigrants. This helps them to make a transition and transfer of their knowledge base from their native language into English. Those ELLs who are literate in their native language are allowed to take the standardized tests in math, science and social studies in their native language.

All ELLs and former ELLs are allowed access to approved bilingual dictionaries during the state standardized tests.

9. The ELLs who tested out of the ESL program as they reached proficiency on the NYSESLAT, are provided continued transitional

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

P.S. 18 has three SIFE students. Two of the SIFE are Spanish language dominant new immigrants, while the third is a new immigrant whose native language is Arabic. We have been using a variety of instructional material/strategies to differentiate instruction for SIFEs. These materials include: picture dictionaries with words and explanations in English as well as native language of the students; bilingual picture/vocabulary cards to promote language development, content area picture dictionaries to help understand academic concepts in math, science and social studies; bilingual glossaries in math and science along with dictionaries are used to help the SIFE understand terms used in the content areas; small-group instructional sessions where the SIFE are encouraged to learn and practice their English language skills with other students; modified lessons to simplify the concepts in content areas through the use of manipulatives such as pocket charts, hands-on activities; during and after-school drama and song sessions to promote oral language development; math card games to help boost understanding of American measuring units and currency; selected activities from the Prentice Hall Regents ESL Newcomer Program to acquaint SIFE with the American school system and survival English.

In addition to all the above mentioned support strategies for SIFE, the ESL and homeroom teachers provide training in test taking strategies as the SIFE are new to the American testing modalities. The SIFE are provided additional time to finish tasks in ESL and other academic support group sessions to increase their level of confidence.

6. and 7. The programming for ESL instruction is designed with learning needs of all ELLs including ELL-SWDs. For the ELL-SWDs, we introduce concepts through hands of activities using easy to use manipulatives including story boards and picture/photo cards. The students are heterogeneously grouped so that ELL-SWDs get an ample of opportunity to participate in all the activities with their non-disabled peers. During group work, each ELLs gets a chance to play a meaningful role. This provides a number of opportunities during the school day to all students, irrespective of their level of English proficiency, disabilities and limitations to participate whole-heartedly in all activities. This, in turn, help create a family of learners where everybody has role to play and can make a meaningful contribution of the group.

8. Targeted interventions for ELLs in ELA, math, science and social studies are planned in close consultations with all teachers, including Academic Intervention providers and SETSS teacher involved in teaching ESL students. Content area picture dictionaries are used during small group sessions to address specific needs of each ELL to help them understand the concepts. The scaffolds applied to assist students are appropriate to their level of proficiency in the specific content area. In order to provide maximum possible support to ELLs, the ESL teacher pushes-into classes when ELA strategies math, social studies and/or science are being taught. Based on the observation and the performance of ELL in the classwork and periodic in-class assessment results, the students are provided extra help in the areas where they are lagging behind, for the lack of understanding of academic language or their limited understanding of particular concepts in content areas.

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All ELLs and former ELLs are allowed access to approved bilingual dictionaries during the state standardized tests.

9. The ELLs who tested out of the ESL program as they reached proficiency on the NYSESLAT, are provided continued transitional support in academic language development. While pushing-into classes, the ESL teacher provides an adequate support to the former ELLs

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

D. PD and support for school staff

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

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

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

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

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

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

All teachers including common branch teachers, subject area teachers and paraprofessional, cooperative team teaching teachers at PS 18

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All teachers including common branch teachers, subject area teachers and paraprofessional, cooperative team teaching teachers at PS 18 participate in in-house and out of school professional development sessions.

Teachers participate in professional development in the area of supporting ELLS by the:

- a) Network ESL instructional specialist,
- b) Network and Cluster PD offerings
- c) Citywide PD Offerings

In addition, monthly professional development on strategies to support our ELLS in oral language development, writing and grammar are presented by the ESL teacher during scheduled PD periods written into every teachers schedule:

Period 2: Gr. K-2 - 1st or 3rd Tuesday of each month

Period 2: Gr. 3-5 - 1st or 3rd Thursday of each month

Additionally, on Thursdays, our CFN Instructional specialist, Myrdis Kelley, works with all classroom teachers on how to integrate the Common Core State Standards and their related literacy tasks into classrooms, and how to support ELLS, as well as students with I.E.P.s, through differentiation and the use of leveled and pictorial materials.

The 4th Tuesday of each month, the ELLS teacher presents professional development to academic intervention providers, SETTS teacher and principal, where he shares strategies to help ELLs in language development, as well as any concerns he may have concerning any specific ELL/s.

For classroom teachers from kindergarten through second grades the PDs are scheduled for the first Tuesday of each month. The PDs for grades 3-5 are presented by the ESL teacher on the first Thursday of each month. The AIS leader and test coordinator and literacy coach are present at all ESL PDs.

The programs to further assist ELLs and former ELLs include:

1. LEXIA after school program to strengthen reading skills of ELLs and former ELLs in grade 3.

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The 4th Tuesday of each month, the ELLS teacher presents professional development to academic intervention providers, SETTS teacher and principal, where he shares strategies to help ELLs in language development, as well as any concerns he may have concerning any specific ELL/s.

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The programs to further assist ELLs and former ELLs include:

1. LEXIA after school program to strengthen reading skills of ELLs and former ELLs in grade 3.
2. Drama and language development program by Sing for Hope.

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?

E. Parental Involvement: The ESL teacher and the parent coordinator hold meetings with parents of newly admitted ELLs to describe services, distribute the program preference surveys and introduce themselves to the parents, with whom they maintain frequent contact. During Parent-Teacher conferences, the ESL teacher invites parents of ELLs to meet with them as well as classroom teachers to discuss ways for language development for newcomers and how to help ELLs acquire academic language in content areas. ESL teacher and the parent coordinator are regularly available to consult and support with the parents of ELLs for middle school transition. We offer parent workshops, middle school visitations and assistance in filling out the choice forms to facilitate smooth transitioning for our graduating fifth graders.

The school has partnership with CBOs to provide workshops and services to ELL parents: Sylvan Learning, Department of Health, Sing for Hope, Puerto Rican Family Institute, etc.. The school has developed parent surveys and parent intake forms, in both English and Spanish, to evaluate the needs of the parents and to get a feedback. Based on the parent surveys the following provides workshops and training: ESL teachers, parent coordinator, principal, outside resources.

Workshops: i.e.:

- a) What do Levels 1, 2, 3 and 4 Really mean?
- b) How can I help my child be more successful in school!
- c) Math
- c) Saturday Parent-Child Hands-on Science Workshops K-1; 2-3 and 4-5
- d) Test Prep Grades 3-5
- e) How ARIS works.

Furthermore, all notification, letters sent home from school is translated into Spanish by our parent coordinator. However, lengthier notifications and booklets are translated via per session of a licensed teacher, or the Translation/Interpretation Unit.

All communication to parents, including notification such as placement letters, testing dates for ELLs, etc., are downloaded from the Office of English Language Learners on the DOE site; and sent home in English and native languages of parents. In addition, for those ELLs with I.E.P.s, we have a bilingual school psychologist, social worker, family worker, and/or a bilingual 'F' status guidance counselor, present at all EPC's, triennials, annuals and parent conferences relating to their children.

During parent orientation sessions, the parent coordinator provides translation services to guardians and parents. The participants are encouraged to ask questions in native language and responded to in their first language.

In addition, during general meetings, open school nights or Parent-Teacher Conference, translators are placed on each floor to assist teachers and parents during this process.

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

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)	4	7	3		1	2								17
Intermediate(I)		1	2	3										6
Advanced (A)	4	2	3	5	2	4								20
Total	8	10	8	8	3	6	0	0	0	0	0	0	0	43

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

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

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

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

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

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

- 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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>P.S. 18</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Ford	Principal		10/26/11
	Assistant Principal		
Blanca Ramirez	Parent Coordinator		10/26/11
Avinash Pancholi	ESL Teacher		10/26/11
Maria Simon	Parent		10/26/11
Josephine Tramparulo	Teacher/Subject Area		10/26/11
John Werner	Teacher/Subject Area		10/26/11
Frances Michalakos	Coach		10/26/11
Paula Vaughan	Coach		10/26/11
	Guidance Counselor		
	Network Leader		
	Other		

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Edward Bush	DBN: 14K018
Cluster Leader: Corinne Rello-Enselmi	Network Leader: Lucile Lewis
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 1
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Language Instruction Program

Note: All programs will be supplemented when necessary by Fair Student Funding Allocation

In 2011-2012, 23 current ELLS of our 46 ELLS, along with 7 former ELLS, will participate in the after school Title III programs. The teachers include, one teacher with state and city ESL certification in ESOL will serve as a consultant and will collaboratively plan with the five (5) teachers providing after school enrichment programs for our ELLS.

In 2011-2012 we will continue our after school academic enrichment programs for Grades 2 to 5 ELLS Monday through Friday, the start date of all programs was November 3, 2011 through May 25, 2012, and consisted of the following programs: 1. Grades 2-4 new utilizing the Lexia Primary Reading Program, 2. Gr. 3-5: ELA, Math and NYSESLAT Test Prep; 3. Gr. 3-5: Oral Language development through an introduction to the Latin American Cultures, 4. Gr. 1-5: Playwriting and drama to enhance oral language, vocabulary development and self-confidence in speaking. The ESL Licensed Teacher collaborative plans weekly, as well as provide daily strategies and support to the Teachers, and Sing for Hope instructors.

The After School structure is as follows for ELLS and Former ELLS, Monday through Friday, 3:00-4:15 pm.

Mr. Pancholi, ESL teacher, meets weekly with teachers to co-plan strategies to support ELLS.

In addition, Monday through Wednesday Mr. Pancholi moves from group to group spending 20-25 minutes co-teaching with each group.

Mondays Grades 3-4 ELA

Tuesdays Grades 3-4 NYSESLAT

Tuesdays Grade 5 ELA

Wednesdays Gr. 3-4

Wednesdays Grade 5 NYSESLAT

Thursdays Grade 5 Math

Thursdays Gr. 2-5 Latin American Experience (ESL Teacher co-teaches with Sing for Hope educators)

Fridays Gr. 1-5 Language development through Drama (ESL Teacher Co-Teaches with Sing for Hope educators)

Mr. Pancholi, ESL, meets with the teachers weekly to co-plan.

Our after school academic enrichment classes for ELLS in Grades 2 to 5 will provide opportunities for reading and writing, using science and social studies materials as an impetus for project-based studying and writing. The program will also afford students an opportunity to improve their grammar through

Part B: Direct Instruction Supplemental Program Information

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Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLS.

- rationale
- teachers to receive training
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- topics to be covered
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Part C: Professional Development

Pancholi, ESL Teacher

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Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

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4. PK-4: OmniLearn Super Saturday Science Parent/Child Hands-on Workshops: Presenters: Omnilearn Educator, B. Ramirez, Parent Coordinator, K. Ford: 1. Sat., Oct. 24, 2011; Nov. 5, 2011; Feb. 4, 2012 Workshops sessions that will focus on building experiences, language and vocabulary in Science.

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Edward Bush	DBN: 14K018
Cluster Leader: Corinne Rello-Enselmi	Network Leader: Lucile Lewis
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 1
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Language Instruction Program

Note: All programs will be supplemented when necessary by Fair Student Funding Allocation

In 2011-2012, 23 current ELLS of our 46 ELLS, along with 7 former ELLS, will participate in the after school Title III programs. The teachers include, one teacher with state and city ESL certification in ESOL will serve as a consultant and will collaboratively plan with the five (5) teachers providing after school enrichment programs for our ELLS.

In 2011-2012 we will continue our after school academic enrichment programs for Grades 2 to 5 ELLS Monday through Friday, the start date of all programs was November 3, 2011 through May 25, 2012, and consisted of the following programs: 1. Grades 2-4 new utilizing the Lexia Primary Reading Program, 2. Gr. 3-5: ELA, Math and NYSESLAT Test Prep; 3. Gr. 3-5: Oral Language development through an introduction to the Latin American Cultures, 4. Gr. 1-5: Playwriting and drama to enhance oral language, vocabulary development and self-confidence in speaking. The ESL Licensed Teacher collaborative plans weekly, as well as provide daily strategies and support to the Teachers, and Sing for Hope instructors.

The After School structure is as follows for ELLS and Former ELLS, Monday through Friday, 3:00-4:15 pm.

Mr. Pancholi, ESL teacher, meets weekly with teachers to co-plan strategies to support ELLS.

In addition, Monday through Wednesday Mr. Pancholi moves from group to group spending 20-25 minutes co-teaching with each group.

Mondays Grades 3-4 ELA

Tuesdays Grades 3-4 NYSESLAT

Tuesdays Grade 5 ELA

Wednesdays Gr. 3-4

Wednesdays Grade 5 NYSESLAT

Thursdays Grade 5 Math

Thursdays Gr. 2-5 Latin American Experience (ESL Teacher co-teaches with Sing for Hope educators)

Fridays Gr. 1-5 Language development through Drama (ESL Teacher Co-Teaches with Sing for Hope educators)

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