



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME: P.S./I.S. 18 PARK TERRACE EARLY CHILDHOOD**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M018**

**PRINCIPAL: CONNIE MEJIA**

**EMAIL: CMEJIA4@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: ELSA NUÑEZ**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Name	Position and Constituent Group Represented	Signature
Connie Mejía	*Principal or Designee	
Tabitha L. López	*UFT Chapter Leader or Designee	
Cristina Javier	*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	
Leonel Almonte	Member/Sp.Ed. & K-2 teachers	
Coral Zayas	Member/Gr. 6-8 teachers	
Carmen Fernández	Member/3-5 teachers	
Afortunada Fernández	Member/6-8 parents	
Alma Escudero	Member/ K-2 parents	
Jennifer Ramos	Member/3-5 parents	
Glomeris Vásquez	Member/Sp. Ed. parents	

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

By June 2012, 50% of the students in grades K-2 will reach proficiency levels on the Reading Accuracy and Decoding on the E-Clas 2 exam, up from the current 9%.

### **Comprehensive needs assessment**

Rationale: Improving student performance in order to meet the rising effective AMO, Recent changes in movement of Fountas & Pinnell levels i.e. Kindergarten moving from levels A/B to level D by the end of the year. Students in K-2 are in need of instruction and reinforcement in the areas of phonological awareness, decoding, fluency and comprehension. Students in grades K-2 will participate in reading reform.

- E-Clas 2 results from ARIS (trends from years past)
- Running Records
- IRLAs (
- Teacher baseline assessments on incoming third grade (first time test takers)

### **Instructional strategies/activities**

- Workshops on E-Clas2 to be provided to teachers on how to use data for effective teaching.
- Teachers will teach phonics for 30 minutes per day through the Reading Reform program.
- Guided practice will be used to emphasize non-fiction reading in the areas of Science and Social Studies.
- Implementation of unit planning and curriculum mapping.
- Teachers in grades K-2 will participate in the development and implementation of curriculum units as per citywide expectations.
- Units will include reading across content areas to assist students in reaching proficiency levels.

### **Strategies to increase parental involvement**

- K-2 parent representative on the School Leadership Team will be responsible for dissemination of information to parents.
- The school will supply resources for parents via flyers, materials, workshops, etc.
- PS/IS 18 will encourage parents to attend our Network parent conferences.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Regional and New York City Department of Education post and disseminate information about job openings and interview.
- P.S./I.S. 18 participates in all job fair opportunities and open market recruiting.
- New hires are mandated to attend orientation and professional development sessions developed for new recruits.
- P.S./I.S 18M has school-based math and literacy coaches that provide ongoing training and in class support to teachers. The ongoing professional development that coaches provide is key in ensuring high quality instruction. It also ensures that teachers have a solid understanding of literacy and how to teach literature using a balanced literacy approach.
- At present, we do not have teachers who are not HQT. In the past we have supported in completion of coursework.

- In order to retain teachers at PS/IS18 we have created a mentoring team. We pair more experienced pedagogues with novice teachers to ensure understanding of curriculum.
- PS/IS has assigned lead teachers in K-2, 3-5 and 6-8 in order to ensure dissemination of vital information.

**Service and program coordination**

- Inwood Coalition
- Literacy, Inc.

**Budget and resources alignment**

- Testing Coordinator/ESL-Title I Funding
- Literacy Coach-Title I Funding
- K-2 Classroom teachers-Reduced Class Size Funding

## ANNUAL GOAL #2 AND ACTION PLAN

### Annual Goal #2

By June 2012, all students in grades 3-8 will show an increase of at least 10% in scores, as measured by a 4 point rubric on expository and persuasive writing assignments, and monitored three times during the school year. In alignment with citywide expectations, K-2 grades will focus on informational writing and 3-8 will focus on persuasive writing.

### **Comprehensive needs assessment**

Our rationale: The improvement of student performance in order to meet the rising effective AMO and closing achievement gap.

- Students across grade levels will focus on expository and persuasive writing across content areas.
- As we develop a persuasive writing rubric per grade, each grade will use a 4 point rubric to assess and comment on student work.
- Development of a school wide rubric.
- A writing assessment to be proctored three times a year.
- Monthly writing assessments based on units of study.

### **Instructional strategies/activities**

- Teacher effective use of Common Core State Standards.
- Students will engage in guided reading with grade level text in Science and Social Studies, based on the work in these two content areas in order to show student progress on the four point rubric.
- Teachers in grades 3-8 will participate in the development and implementation of curriculum units as per citywide expectation.
- Unit planning will include reading across content areas.
- CCSS key standards 1 and 10 in reading to address academic language.
- CCSS key standard 1 in writing to address academic language.
- Students will be grouped according to student needs.
- Teachers will build on academic language with a particular focus on writing through cross content areas.
- Lessons will be scaffolded for our ELL and Sp. Ed. populations.

### **Strategies to increase parental involvement**

- 3-8 parent representatives on the School Leadership Team will be responsible for dissemination of information to parents.
- The school will supply resources for parents via flyers, materials, workshops, etc.
- PS/IS 18 will encourage parents to attend our Network parent conferences.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Regional and New York City Department of Education post and disseminate information about job openings and interview.
- P.S./I.S. 18 participates in all job fair opportunities and open market recruiting.
- New hires are mandated to attend orientation and professional development sessions developed for new recruits.
- P.S./I.S 18M has school-based math and literacy coaches that provide ongoing training and in class support to teachers. The ongoing professional development that coaches provide is key in ensuring high quality instruction. It also ensures that teachers have a solid understanding of literacy and how to teach literature using a balanced literacy approach.
- At present, we do not have teachers who are not HQT. In the past we have supported in completion of coursework.
- In order to retain teachers at PS/IS18 we have created a mentoring team. We pair more experienced pedagogues with novice teachers to ensure understanding of curriculum.
- PS/IS has assigned lead teachers in K-2, 3-5 and 6-8 in order to ensure dissemination of vital information.

**Service and program coordination**

- All of our Supplemental Education Services (SES) programs have a writing component.
- The principal met with all SES programs at the beginning of the year to ensure alignment with citywide and school wide expectations.

**Budget and resources alignment**

- Literacy Coach-Title I Funding, Tax Levy
- Classroom Teachers grades 3-8- Tax Levy, Contract for Excellence

### ANNUAL GOAL #3 AND ACTION PLAN

#### Annual Goal #3

By June 2012, a Comprehensive Conflict Resolution Plan will be developed and implemented in the grades 3-5. Our school guidance counselor is scheduled to push-in on a weekly basis to teach conflict resolution and to monitor progress of students.

#### **Comprehensive needs assessment**

- As a result of the increase in the number of principal's suspensions and removals in the upper elementary grades, aligned with the Comprehensive School Counseling Program mandates for Guidance Counselors.
- In-house reports generated by our school dean.
- I-log entries for at risk counseling as generated by our school guidance counselor.
- Parental requests for at risk counseling to address issues such as impulsivity, anger management and healthy decision-making.

#### **Instructional strategies/activities**

Data will be collected and studied determine the antecedents and the consequences that are being implemented in order to take proactive measures such as;

- Lessons to review the Chancellor's Regulations on behavior and consequences by our school dean.
- Peer to peer counseling.
- Parent meetings.
- Push-in classes on character building led by our school guidance.
- Workshops for teachers, parents and students will be provided.
- Use of the Positive Behavior Intervention System. (PBIS)
- The comprehensive conflict resolution plan will also address the need for civic responsibilities and implementation of problem solving strategies aligned to the Common Core State Standards on college and career readiness.
- Respectful for all curriculum will be implemented in classrooms, one time weekly by our school guidance counselor.
- Assemblies on behavioral expectations and school-wide policies.

#### **Strategies to increase parental involvement**

- Dissemination of information to parents by members of the School Leadership Team.
- The school will supply resources for parents via flyers, materials, workshops, etc.
- PS/IS 18 will encourage parents to attend our Network parent conferences.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

- At present, we do not have teachers who are not HQT. In the past we have supported in completion of coursework.
- In order to retain teachers at PS/IS18 we have created a mentoring team. We pair more experienced pedagogues with novice teachers to ensure understanding of curriculum.
- PS/IS has assigned lead teachers in K-2, 3-5 and 6-8 in order to ensure dissemination of vital information.

**Service and program coordination**

- Inwood Coalition teaches students and parents conflict resolution.

**Budget and resources alignment**

- School Guidance Counselor-Tax Levy
- Principal-Fair Student Funding, Tax Levy
- Dean-Fair Student Funding, Tax Levy

## ANNUAL GOAL #4 AND ACTION PLAN

### Annual Goal #4

By June 2012, a committee of math teachers will be established that will analyze the differences between the current mathematics curriculum and the Common Core State Standards to ensure that all students in grades 3-8 are exposed to all tested areas prior to full implementation of the CCSS. Students in grades 3-8 will be grouped according to math Acuity results as a means to group by focus skills. Teachers will use end of unit assessments to gauge progress by skill.

### **Comprehensive needs assessment**

Our rationale: To improving student performance in order to meet the rising effective AMO, as well as the feedback from the scoring committee of the state exams.

### **Instructional strategies/activities**

- Math teachers across grades will join to align the curriculum with CCSS and identify areas of need.
- Building number sense by creating tables
- Using estimation in problem solving.
- Writing number sentences to display thinking and application of knowledge to real life experiences and process used to breakdown word problems.
- Illustrate thinking through organizers.

### **Strategies to increase parental involvement**

- Dissemination of information to parents by members of the School Leadership Team.
- The school will supply resources for parents via flyers, materials, workshops, etc.
- PS/IS 18 will encourage parents to attend our Network parent conferences.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Regional and New York City Department of Education post and disseminate information about job openings and interview.
- P.S./I.S. 18 participates in all job fair opportunities and open market recruiting.
- New hires are mandated to attend orientation and professional development sessions developed for new recruits.
- P.S./I.S 18M has school-based math and literacy coaches that provide ongoing training and in class support to teachers. The ongoing professional development that coaches provide is key in ensuring high quality instruction. It also ensures that teachers have a solid understanding of literacy and how to teach literature using a balanced literacy approach.
- At present, we do not have teachers who are not HQT. In the past we have supported in completion of coursework.
- In order to retain teachers at PS/IS18 we have created a mentoring team. We pair more experienced pedagogues with novice teachers to ensure understanding of curriculum.
- PS/IS has assigned lead teachers in K-2, 3-5 and 6-8 in order to ensure dissemination of information.

**Service and program coordination**

- Inwood Coalition
- Supplemental Education Services Programs (refer to pages 13 & 14 of this document)

**Budget and resources alignment**

- Mathematics Coach-Title I-Tax Levy
- Classroom teachers across grades-Tax Levy, Contract for Excellence, Title II A (K-4)

**ACADEMIC INTERVENTION SERVICES (AIS)**

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	12	12	N/A	N/A				
<b>1</b>	19	19	N/A	N/A	2	2	2	
<b>2</b>	19	19	N/A	N/A	2		2	
<b>3</b>	15	15	N/A	N/A			1	
<b>4</b>	19	19						
<b>5</b>	22	22						
<b>6</b>	20	20						
<b>7</b>	22	21						
<b>8</b>	13	14						
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>Reader’s Workshop</b>- 45 minutes, 5 times a week, in classroom (K-8)</p> <p><b>Extended Day</b>- 37.5 minutes, 2 times a week, small group (K-8)</p> <p><b>Instructional Support Provider</b>-45 minutes, 5 times a week, small group (K-8)  The presence of a second instructional support provider (ISP) as the item skills analysis in literacy is received to form instructional learning groups based on data results. Teachers focus on the current unit of study but also focus on guided reading strategies to address struggling students- those that have not met the benchmarks in literacy.</p> <p>Areas of Focus:</p> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Reading Fluency</li> <li>• Informational writing</li> <li>• Persuasive writing</li> <li>• Building comprehension</li> </ul> <p><b>Supplemental Educational Services (SES)</b> has been implemented focusing on all of our students as our school has been identified as SINI year 3 status in the area of English Language Arts. Our parents identified the following programs:</p> <p><i>The Academic Advantage</i>: 1 hour 30 minutes, 2 times weekly, small group, K-8  This program is among the largest tutoring program in the country. Services include English language arts (including reading) or mathematics. Tutoring takes place at school. Tutors are experienced, credentialed teachers. Each student’s curriculum is individualized based on the child’s needs.</p> <p><i>Alternatives Unlimited (AU)</i>: 1 hour 30 minutes, 2 times weekly, small group, K-8  This program focuses instruction specifically in the mathematics and language arts content areas. AU provides purposeful, focused instruction that will help students achieve specific targeted goals aligned to the NYS learning standards.</p> <p><i>Achievers Enrichment Services, LTD</i>: 1 hour 30 minutes, 2 times weekly, small group, K-8  This program provides high quality researched based, individualized instruction in school in the subject areas of English Language Arts and mathematics for grades K-8. These services are</p>

	<p>provided in school. Their teachers are highly qualified and New York certified.</p> <p><i>All About Kids:</i> 1 hour 30 minutes, 2 times weekly, small group, K-8 This tutoring service offers small group services or one-to-one instruction in school or at home. Their curriculum includes reading comprehension, writing skills, basic and complex math, and testing skills. They also specialize in English Language Learners and the Special Education populations.</p> <p><i>Champion Learning Center:</i> 1 hour 30 minutes, 2 times weekly, small group, K-8 This program provides one-to-one home tutoring services to students in grades K-8. Expert and professional tutors provide the most individualized instruction possible with the convenience of being serviced at home. This program provides individualized attention and flexible scheduling options.</p> <p><i>Test Quest:</i> 1 hour 30 minutes, 2 times weekly, small group, K-8 This tutoring program provides extra academic help and instruction in ELA, mathematics and test preparation during non-school hours-after school, on the weekends, and during holidays and vacations. They offer group instruction after school for children K-8, including ELL and Special Education.</p> <p><b>Read Well®</b>- 45 minutes, 5 times weekly, small group, K-2 We have also implemented a reading program for our lower grades K-2 (Self-contained and SETSS students). This program provides explicit and systematic instruction in five areas: Phonemic awareness, phonics, comprehension strategies, vocabulary, and fluency.</p>
<b>Mathematics</b>	<p><b>Math Workshop</b>- 45 minutes, 5 times a week, in classroom (K-8) <b>Extended Day</b>- 37.5 minutes, 2 times a week, small group (K-8) Follows Math Workshop model which includes a mini-lesson where strategies are modeled by the classroom teacher. Teacher looks at the five strands in mathematics using item skills analysis to create instructional groups as part of addressing student needs.</p>
<b>Science</b>	<p>Our outreach to <b>NYC Parks &amp; Recreation Dept.</b> has connected us to <b>Green Apple Corp.</b> This group focuses on hands on intervention activities with our grades 4 &amp; 8 students to prepare them for their 4<sup>th</sup> &amp; 8<sup>th</sup> grade Science State test.</p>

<b>Social Studies</b>	Students are engaged in higher level thinking questions as groups are formed based on the data results from ELA item skills analysis. The new writing initiative will be implemented across content areas. Teachers are also focusing on using the writing skills tracking system will monitor writing in social studies as per each grade unit.
<b>At-risk Services provided by the Guidance Counselor</b>	Counseling is provided in individual and small groups
<b>At-risk Services provided by the School Psychologist</b>	At risk counseling (individual) and small group.
<b>At-risk Services provided by the Social Worker</b>	The Social Worker works with the instructional support committee at PPT meetings. The social worker offers intervention strategies to both teachers and parents. There are times when the child's academics are impacted by emotional problems then it is therefore suggested that the family work with a mental health professional or behavioral health professional. She supports the parent coordinator and guidance counselor with resources regarding preventive agencies and mental health centers
<b>At-risk Health-related Services</b>	Asthma Training – open airways for schools. Diabetic Training awareness for students. EpiPen Training

## THE PARENT INVOLVEMENT POLICY (PIP)

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

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

- Conduct yearly Parents' Association elections for Executive Board Member positions.
- Conduct monthly Parents' Association meetings
- Provide monthly workshops for parents to support their child's education
- Participate in the Learning Leaders Program to train parent volunteers to assist in classrooms, in libraries, and on trips
- Distribute all notices in English and Spanish including calendars, letters and flyers
- Invite parents to Back to School Night and fall / spring Teachers and Parents Conferences
- Schedule meetings at various times during and after the school day to accommodate parent schedules
- Continue to work with C.B.O.s to provide ongoing workshops at the school and in the community
- Conduct a Supplemental Education Services Information Fair on Meet the Teacher Night September 2011.
- Provide supervision of the SES via our Parent Coordinator as the liaison between SES and parents

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

This School- Parent Compact is in effect during school year 2011-2012.

### School Responsibilities

PS/IS 18 will:

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

Our school follows Balanced Literacy for reading and writing. Teachers have common planning periods across the grades in order to work with fellow colleagues. Teachers are trained in Reader's and Writer's Workshops and the lessons are aligned to State Standards. Educators work collaboratively to ensure that all students receive high level instruction. Our literacy coach

and our math coach work with teachers individual teachers to help them in planning and implementing high standards mathematics and literacy instruction.

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

Parent Teacher Conferences will be held November 2011. Teachers and parents will meet in the afternoon from 1:00-3:00 p.m., and in the evening from 5:00- 7:30 p.m. Conferences will also be held on March 2012 from 1:00-3:00 p.m. and from 5:00-7:30 p.m.

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

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

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

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

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

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

## **PARENT RESPONSIBILITIES**

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

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

- Reading together with my child every day.
- Helping my child accept consequences for negative behavior.
- Support the school's discipline policy.

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

1. Instruction by highly qualified staff.

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

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

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

Supervisors and staff developers conduct workshops on differentiated instruction and higher level questioning during grade conferences, faculty conferences, and staff development days, professional development sessions and during professional periods. In addition, teachers meet in study and research groups to discuss and/or research specific issues or questions that promote developing best practices. During weekly professional periods, staff meets to discuss and implement ideas on leveled classroom library books, developing management systems, the creation of learning center activities, and implement, plan and write guided reading lessons. Another research- based strategy is intra-visitation; that is teachers are encouraged to visit and observe in other teachers' classrooms so as to learn and benefit from others' expertise and experiences. To foster differentiated instruction and higher level questioning in literacy, the school staff developer, literacy coach, mathematics coach, and administrators provide training the peer coaching model

(demonstration lessons and observation). We have created model classrooms for each (K-6) where “best practices” in early childhood/explicit teaching model can be observed. P.S./I.S 18M provides staff development and computer access to enable faculty to integrate technology and deliver effective instruction. Parents are also provided the opportunity to attend technology workshops.

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

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

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

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

5. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

6. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

7. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

8. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs,

housing programs, Head Start, adult education, vocational and technical education, and job training.

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 06M018 **School Name:** PS/IS 18 Park Terrace

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS/IS 18 has been identified as Corrective Action Year 1 in the area of English language arts. We have not undergone either an SQR, or ESCA within the past 3 years. We have identified our needs based on the data findings of the NYS ELA exam. One factor affecting student performance is the high number of students who are ELLs (58.99%). Of significance is that 91.6% of our students come from homes in which Spanish only is the home language (based on the Home Language Survey).

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Several initiatives will be implemented schoolwide that will address the literacy needs of all students (regular, bilingual, and special needs classes). Literacy blocks have been programmed to provide increased time on task. A thrust on expository text in the content areas (science and social studies), and the development of writing skills will be the primary focus of literacy instruction. A tracking system to monitor student progress utilizing uniform assessments across grade levels will be used schoolwide (grades K through 8). Push-in support personnel are assigned to classrooms during literacy periods to facilitate instruction. Additional intervention is provided to specific targeted populations following a pull-out model.

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Using Title I funds, we are able to support our Title I program through the purchase of the services of a literacy coach. The function of the literacy coach is to conduct ongoing literacy workshops for staff, facilitate grade level planning meetings, assist with the analysis and implications of student data findings, and work one-to-one with individual teachers.

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

At the present time, PS/IS 18 has no new teachers entitled to teacher-mentoring program services. However, all teachers have been paired with a specific partner (more effective/approaching effectiveness, where possible) in order to provide a venue for sharing/modeling best practices, and for support to newer staff members. Common preparation periods have been scheduled to provide time to plan lessons collaboratively. In additions, the literacy coach meets regularly with newer teachers to provide additional support on a one-to-one basis.

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

Early in the school year (September 26, 2011), a meeting was called to inform parents/guardians of our current status as a SINI Corrective Action Year 1 school. All parental rights and school responsibilities were shared, with an opportunity for parents to ask questions. A second meeting following the same agenda is scheduled for December 15, 2011. We also have a full-time trained bilingual parent coordinator available to address parent concerns. Written communication in both Spanish and English is ongoing, keeping parents current on all relevant information.

**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 <b>Jose Ruiz</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>018</b>
School Name <b>Park Terrace</b>			

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

Principal <b>Connie Mejía</b>	Assistant Principal <b>María Guerrero, I.A.</b>
Coach <b>Natalie Jackson - ELA</b>	Coach <b>Jaime Perez - Math</b>
ESL Teacher <b>Susana Temprano - Math</b>	Guidance Counselor <b>Rosemary Salce</b>
Teacher/Subject Area <b>Coral Zayas - Math/Sc.</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Tabitha López - IEP</b>	Parent Coordinator <b>Alina Reyes</b>
Related Service Provider <b>type here</b>	Other <b>Cándida Cabrera - Bil. Coord.</b>
Network Leader <b>Larry Block</b>	Other <b>Altagracia Díaz - NLA</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>8</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>8</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>417</b>	Total Number of ELLs	<b>246</b>	ELLs as share of total student population (%)	<b>58.99%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

As parents come to enroll their children in our school for the first time, our Parent Coordinator, the Family Worker and the Bilingual Coordinator, a licensed pedagogue, explain that our school is officially a Dual Language School (Spanish and English) grades K-8th. The program will be explained in Spanish to those parents who speak only Spanish and do not speak English. We also have two special education, monolingual classes (2-4 grades and 6-8 grades) where students receive ESL support by a licensed ESL teacher if it is part of their IEP.

Parents who are enrolling their children for first time in New York Public Schools are required to complete the Home Language Identification Survey (HLIS) which contains questions about the language used at home with caregivers, siblings, and peers. This survey helps identify students who may have limited English language proficiency. In order to assure parents will fill out the HLIS survey form and the Parent Selection Program the Bilingual Coordinator, who is a licensed bilingual teacher, sits with them and explains how to fill it out. We request that parents must fill it at the time the child is being registered or to bring it with them before the child enters school. If the parent does not return it we send a letter with another copy requesting that they fill it out and send it to school with their child. In addition, the bilingual coordinator or the family worker calls the parent on the phone to remind them to send it with their child to school as this is a requirement to register their child/children in school. The only problem we encounter with the HLIS survey is when students are transferred from another school; some schools do not return it when they send the cumulative record card and it is very difficult to get it from the previous school. Then, we have to refer to the information given to us in ATS. If the home language is identified as other than English, the Bilingual Coordinator administers the LAB-R in English and Spanish (which measures the listening comprehension and speaking skills for the K-2 students and reading and writing for 3-8 grade students) either the same day the student has been enrolled or within 10 school days. The LAB-R results will determine if students are entitled to bilingual/ESL programs and services. The bilingual coordinator will administer the Spanish LAB version if the student is identified as an ELL student (B,I, or A). The Spanish LAB version measures the Spanish language proficiency of native speakers of Spanish. LAB raw scores measure what a student knows, how much language proficiency the student has. The scores of the Spanish LAB obtained by the student at each grade are placed into a conversion table where we use the 89-90 percentile since a higher raw score is required to reach the same percentile rank score on the new norms than was required on the old norms. Students who are entitled to receive ESL services will be re-evaluated annually during the months of April and May in the English language. In order to examine the students, the bilingual coordinator will look on ATS under the RLER screen to know who are the students eligible for LAB-R or NYSESLAT. According to the Citywide and State Assessment Calendar each student will be examined first in the speaking part during the months of April and May. After this part is done for all ELLs, the parts of Reading, Writing and Listening will be administered according to the calendar on 3 consecutive days. All eligible students must take all four parts. The New York State English as a Second Language Achievement Test (NYSESLAT) will be administered to determine if the student with limited English proficiency continues to be limited English proficient, based upon the student scoring below a state designated level of proficiency on the NYSESLAT. Students will continue to be evaluated annually until they test proficient on the NYSESLAT. As students test out, they will receive support services and testing accommodations for the next two years.

### Program Choices for Parents:

Parents are invited to watch the “Orientation video for Parents of English Language Learners by the NYC Department of Education as a whole group, presented by Joel Klein, Chancellor” in English and Spanish, where the different programs are explained. If parents cannot watch the video for whatever reason, they will be invited to watch it in the computer as they register their child, where they will view and discuss the video with the bilingual coordinator in relation to the program choices. If parents claim they don't have the time to watch it, they will be asked to come in another time to watch it and discuss it. After this information is explained to the parent, the parent will decide which program is best suited for his/her child. If we do not have the program the parent requests, he/she will be reminded of the program we offer, dual language, and it is their choice to decide what is best suited for their child. Also, parents will be reminded if they do not fill in the choice the student belongs in a TBE program. As we don't have the TBE program schools which have it will be recommended. In case the parent persists to keep their child/children in our school, their child will be placed in the dual language program. Parents are also notified that during spring the NYSESLAT will be administered to all ELL students to determine whether or not they will continue to qualify for ELL services. This year, the parents of all of our newly admitted students and transferred students have selected the dual language model. Most of them have heard about our program through other families, so they are aware of our dual language model. During the spring, we post flyers throughout the community to explain the program.

### Letters and Forms:

The Bilingual Coordinator or family worker personally hands parents the Parent Survey and Program Choice form. A copy of the letter sent is kept inside the ELLs binder and another copy will be kept in the main office in a folder. In addition, the bilingual coordinator assists parents with the HILS Survey and Parent Choice program if they need any help understanding the questions. She has them fill it out before they leave on the same day after watching the video. If for any reason a parent is unable to complete these forms, they may fill them out later and we follow up with phone calls until they are returned to school. If a parent selects another program that we don't have, then we would provide them a list of other schools in our community who have their selected program.

Also, the Bilingual Coordinator keeps parents informed by sending the Continued Entitlement letter for those students who are entitled to services, the non entitlement/transition letter for those students who became proficient and no longer are in need of services. Again, these letters are sent home with their children and parents are informed during the parent orientation that the letter will be sent and in occasion a phone call will be made to make sure parents did receive the letters. If parents have any questions they can always contact the bilingual coordinator by phone or in person. Copies of these letters are kept in the ELLs binder.

### Student Placement:

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

### Trends in Program Selection:

Throughout the years, our school has become known by our community, so parents usually know about the dual language program before they come. This is evident by the fact that parents increasingly selected the dual language program throughout the years. This school year the parents of all our admitted students selected dual language.

### Aligning our Program with Parents' Requests:

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

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5   
Page 27 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 type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): English/Spanish

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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	2	2	2	2	2	2	2	2	2					18
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>				2	2		2	2	2					10
<b>Total</b>	2	2	2	4	4	2	4	4	4	0	0	0	0	28

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	246	Newcomers (ELLs receiving service 0-3 years)	210	Special Education	20
SIFE	35	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0	3	0		0	5	0			0
ESL			4			4			1	0
<b>Total</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	27	17	31	13	20	18	23	5	26	21	27	10	29	28	30	22	24	26	237	160
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>27</b>	<b>17</b>	<b>31</b>	<b>13</b>	<b>20</b>	<b>18</b>	<b>23</b>	<b>5</b>	<b>26</b>	<b>21</b>	<b>27</b>	<b>10</b>	<b>29</b>	<b>28</b>	<b>30</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>237</b>	<b>160</b>

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>229</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>156</u>
	Other: <u>    </u>

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you ensure that ELLs are appropriately evaluated in their native languages?</li> <li>5. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for long-term ELLs (completed 6 years).</li> </ol> </li> <li>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?</li> </ol>

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### Delivering Instruction:

Our school is a 50-50 dual language model. From Kindergarten to fifth grade we have a Spanish classroom and teacher and an English classroom and teacher. Each grade level is made up of two heterogeneous classes who switch classrooms every other day. Students spend a whole instructional day with the Spanish teacher followed by a whole instructional day with the English teacher. Classrooms are color coded.. The Spanish rooms have red paper on their bulletin boards and teachers write with red markers. The English rooms have blue paper and blue writing. All of our Spanish-day teachers are licensed Bilingual teachers.

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

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

### Staff Organization:

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

### Language Development:

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

### Differentiating Instruction for Subgroups:

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

SIFE- Most SIFE lack academic proficiency in their native language as well as in the content areas. These students are identified by the Bilingual Coordinator at the time of enrollment. Although our SIFE do not have IEPs, teachers know that they will need extra support in order to catch up to their peers in Spanish as well as English. Teachers differentiate instruction in order to support these students' needs. Spanish teachers reinforce vocabulary development and writing mechanics in the native language. English teachers use realia and modeling to scaffold these students' academic achievement. Manipulatives are very useful during content area instruction such as math

## A. Programming and Scheduling Information

and science in order to provide visual and tactile support, as well as create opportunities for language usage.

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

**ELLs receiving services for 4-6 years-** These students benefit from our reading program. We utilize the 100 Book Challenge materials, which allows them to read high-interest books at their own level in English and Spanish. Teachers frequently assess students using running records (K-5 - Rigby and 6-8 Fountas & Pinnell) and comprehension questions in order to identify their needs. They also benefit from having proficient peers in their heterogeneous classes who model language use.

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

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

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

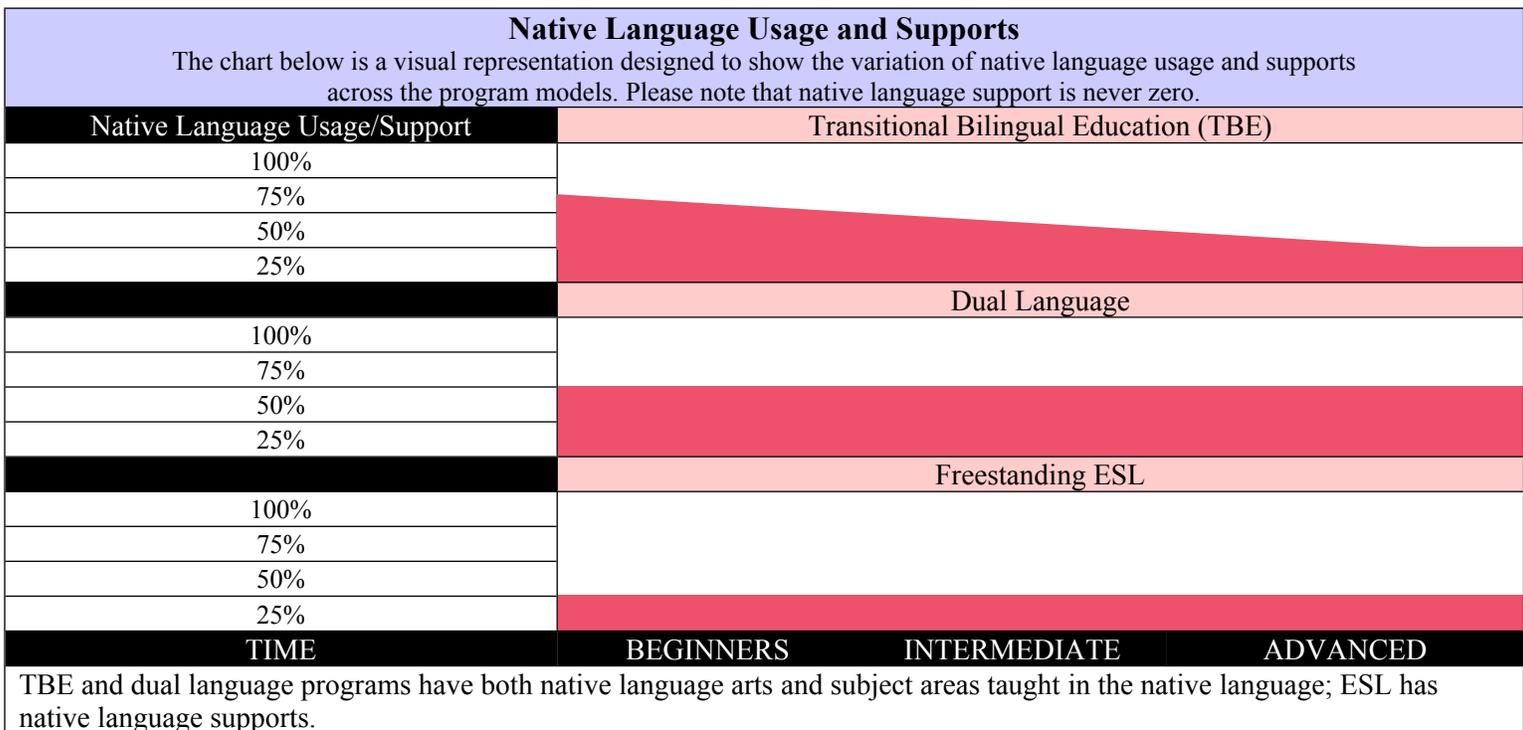
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Eng./Sp.			
Math:	Eng./Sp.			
Science:	Eng./Sp.			

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

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

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



**B. Programming and Scheduling Information--Continued**

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?

Targeted Intervention:  
SIFE. One school has a second person in the classroom during the literacy period to provide academic intervention (AI). This person focuses on

## 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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SIFE- Our school has a second person in the classroom during the literacy periods as academic intervention (ISP). This person focuses on aiding students who are below grade level, who often include SIFE. The second person may also come into a classroom during a content area. For example, the sixth-grade has a second person (paraprofessional) who assists new arrivals and SIFE during mathematics. The math coach, a license pedagogue in middle school and holds a bilingual extension license, pushes-in/pulls-out SIFE and newcomer students, who are below grade level, (grades 4,5,7, and 8) during non-content area periods according to student's schedule for 90 to 135 minutes per day. In addition, the math coach works with grades 7 and 8 during the 37.5 min. extended day (Mon.-Thurs.). The math coach works 3 days a week with SIFE/newcomer students before school hours (7:55-8:25A.M.) and after school hours (3:45-4:45P.M.) These students are invited to stay for the 37.5 minutes of extended day in order to receive small-group instruction reinforcing the day's lesson. SIFE students are also invited to the Title III, after school program and summer school programs according to their English proficiency. All our students are entitled to SES services at their parents' request.

### Instructional Support Provider Models

Kindergarten - Phonemic awareness - A paraprofessional will pull out students from the section with the licensed teacher and reinforce phonemic awareness using materials provided by the teacher in collaboration with the licensed Kindergarten teacher.

Grade One- The ESL teacher will work with one group daily in the areas of phonemic awareness, writing, and comprehension skills using PAF strategies. The paraprofessional will work with one group daily in the areas of phonemic awareness, writing and comprehension directed by the licensed teacher.

Grade Two - students are streamed according to their needs as indicated by ECLAS and Running Records. The paraprofessional, supervised by a licensed teacher, will do guided reading, concentrating on fluency, decoding and written responses. The licensed teacher will supply the materials based on her ELA themes and units.

The second paraprofessional, who has been trained in the Wilson Program, will work on basic reading skills using the Wilson Program.

Grade Three - students are streamed according to their needs as indicated by ECLAS and Running Records. A bilingual licensed teacher will work with students in both 3<sup>rd</sup> grade classes on decoding fluency and comprehension skills, with materials supplied by the classroom teacher based on ELA themes and units.

Grades 4-8 ISPs will work with low/middle/upper Level 2 indicated by their ELA/Math Scores.

Grade Four - students are steamed according to their needs as indicated by the ELA and Running Record results. The students fall in the low range 2.

A paraprofessional supervised by a licensed teacher will work with two groups daily. She will concentrate on writing with material provided by the teacher based on the student needs and her ELA units and themes.

Grade Five- the ISP will push into the designated rooms and work with the group in attendance. They will focus on ELA writing themes as directed by the teacher.

Grade Six - uses a departmentalized model and follows a two week schedule. The ISP will work with the group in attendance. A paraprofessional will push into the Math/Science class and work with the groups on Math skills as directed by the licensed teacher. A bilingual licensed teacher will push into the ELA/Social Studies class and work with her groups on ELA writing skills as directed by the classroom teacher.

Grade Seven - uses an A/B schedule.- Students are serviced according to their schedule. The ISP will work with the group in attendance. The math coach will pull-out from both seven grade classes on an alternating schedule and work on math skills. The literacy coach will push-in and work on ELA themes.

Grade 8 - uses an A/B schedule- Students are serviced according to their schedule.

The math teacher works with students in the morning before school hours and during the 4<sup>th</sup> period.

The Guidance Counselor will push into the content area social studies period and work in the area of writing.

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## D. Professional Development and Support for School Staff

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

### Professional Development:

Teachers at PS/IS 18, as well as paraprofessionals, are constantly attending workshops and professional development sessions in order to improve their practice. Faculty members participated in four sessions consisting of twelve hours of core curriculum unit planning provided by the Network to guide the implementations of curriculum mapping according to the NYC Directive. Two members participated in core curriculum development workshop with the common core. The development of a unit of study that crosses content areas (Social Studies or Science) linked with ELA (Reading or Math). This supports the integration of ELA content area and vocabulary. The use of a common assessment guides English Language acquisition. The literacy coach met with each pair of grade-level teachers in order to align the writer's workshop units of study to the ELA standards and also to model lessons. Teachers use their students' data to scaffold writing instruction for ELLs.

-The ESL/Bilingual Coordinator/Math Coach/ other staff members also provide professional development to all ELL teachers throughout the year for a total of 10 hours per year. Content area teachers often attend workshops throughout the year. These workshops are provided by our network (Network Plus), BETAC, and the Office of English Language Learners.

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

### Staff Support:

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

The calendar for professional development is as follows:

#### Dates:/Tentative Dates:

#### Topics

09/07/11	Citywide Instructional Expectation and Frameworks to gauge quality practices
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## C. Schools with Dual Language Programs

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

### Instructional Time and Language:

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

### Integration of EPs and ELLs:

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

### Instructional Language:

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

The middle school (6-8) follows a 50-50 model that is composed of two week cycles. Every content area is taught in Spanish for two

## E. Parental Involvement

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

### Parental Involvement:

At PS/IS 18 we make many efforts to accommodate the needs of our students' families and engage them as partners of our children's education. In order to maintain parents well informed of our school programs, we hold monthly Parent Association meetings. The parents who participate are mostly parents of ELLs and some parents of former ELLs since our school enrollment is predominantly made up of this population. One of the first tasks of the Parent Association is to distribute and collect a parent survey where parents number their preferences for workshops we may offer throughout the year. This needs assessment is translated into Spanish in order to include all families. Some of the workshops we offer our parents throughout the year are: how to help their children with the homework; how to help their children during State exams (ELA, Math, Science, NYSESLAT) etc.; Open Night Meeting with the Teacher; School Leadership meetings; how to do science experiments with their children in order to encourage them to become the future scientist; how to become volunteers and leaders; computer workshops; what to do in case of an emergency (when bad weather comes, earthquakes; provide students for High School selection process; graduation meeting with parents and faculty; extended day program informational meeting; and many more as parents request more information they need to know. During the school year, the Association offers workshops according to the responses of parents. Another way we keep parents involved is through the Title III program. The Title III program provides monthly parent workshops throughout the year. Topics include ELA and Math testing information, introduction to Aris parent Link, NYSESLAT familiarization, and how they can help their kids to be successful at school. Title III also sponsors cultural events for parents, which last year included an outing to El Repertorio Español Theater. We encourage participation by providing metrocards and refreshments for participants. Parents are involved in different activities throughout the school year. Some of the activities are The Dominican Republic Celebration, Picture Day, Bear Day, Picnic Day, and many other activities. At the end of May, the Friday before Memorial Day, parents, staff, and students all unite to celebrate Be Excited About Reading (BEAR Day). Parents and students work together in order to prepare for BEAR Day. During this day a theme is selected and everybody focus on that theme. For example, this past BEAR Day everybody focus on one author and each class celebrated that author. Classes conducted author studies, decorated their rooms, doors, bulletin boards and hallways with the help of the parents. They also conducted literacy activities based on the author's books. On that day parents were here early in the morning to help receive the guests; they read books to the children and helped in all activities. Parents are also involved during the month of June where the entire school plans a picnic day in Inwood Park. Parents cooked, They collaborate in the preparation of a family day and also participate during the different activities. The entire school unites for this end of the school year celebration. Parents are also involved during the graduation ceremonies (Kindergarten and 8<sup>th</sup> grade), making decorations together with the students and staff. The Washington Heights Inwood Coalition (WHIC) is the community organization that organizes our after school Fun Club. They also provide programs for the parents of our students. One such program is English classes on Tuesdays and Thursdays at a nearby school. The Learning Leaders Volunteer organization comes in to train parent volunteers so that they can assist in classrooms and other areas of the school. Another way we ensure to be inclusive of all parents is by providing a bilingual staff member to translate for monolingual teachers during Meet the Teacher Night and Parent-Teacher conferences (translation services). Parents are also invited to many school assemblies and they even participate with their kids. Assemblies are usually held in Spanish with staff members translating for the few English-speaking parents. They are invited to field trips, class project presentations, and awards ceremonies.-

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## Part V: Assessment Analysis

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

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

## 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

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	11	4	6	2	8	5	7	2	2					47
Intermediate(I)	10	11	11	5	10	4	7	12	12					82
Advanced (A)	4	5	5	12	13	14	12	12	2					79
Total	25	20	22	19	31	23	26	26	16	0	0	0	0	208

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	4	1	0	1	7	2	5	1	2				
	<b>I</b>	6	5	3	2	5	6	7	11	7				
	<b>A</b>	13	8	14	5	14	14	13	8	2				
	<b>P</b>	4	7	6	19	7	7	3	9	9				
READING/ WRITING	<b>B</b>	11	4	6	2	8	5	7	2	2				
	<b>I</b>	10	10	11	5	9	3	5	10	12				
	<b>A</b>	3	5	5	12	13	11	5	10	2				
	<b>P</b>	3	2	1	8	3	10	11	7	4				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	13	4	0	21
4	8	10	6	0	24
5	9	15	3	0	27
6	6	11	4	0	21
7	12	10	1	0	23
8	5	11	0	0	16
NYSAA Bilingual Spe Ed	0	0	0	2	2

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	2	10	5	8	0	0	0	27
4	0	5	7	11	8	2	0	0	33
5	2	2	9	6	9	1	0	0	29
6	0	4	4	7	7	3	3	0	28
7	1	4	9	8	5	1	0	1	29
8	0	1	2	7	3	5	1	1	20
NYSAA Bilingual Spe Ed		0	0	0	0	0	2	0	2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	6	2	4	9	8	4	0	33
8	0	2	2	9	4	3	0	0	20
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

### Early Literacy:

We used ECLAS-2 and El Sol to assess our students literacy development in Kindergarten, First, Second, and Third grades. Across the board, we see that students are below grade-level benchmarks in the areas of phonemic awareness (K), decoding, reading comprehension, fluency, and writing skills. In order to better meet the needs of our students in grades K – 2, they will receive phonics instruction through Reading Reform (English) and Estrellitas (Spanish). Students will also be exposed to a variety of literary genres and respond to literature-based tasks. Differentiated cooperating learning groups will also provide them with multiple language experiences. At these grade levels, teacher modeling, interactive writing, shared writing, and independent writing opportunities will enhance their on-task writing rigor.

### NYSESLAT Proficiency Levels:

The data shows that most students come into Kindergarten as ELLs, most of them have transitioned to proficiency by the middle school grades. We have many new comers who arrive at different grades throughout the year. Many of them are SIFE, which explains the mixed proficiency levels in the higher grades.

### Modalities:

In the past, most of our ELLs were not achieving proficiency in writing across grades. This pattern still holds true in the lower grades. However, last year the TITLE III after school program implemented a content-based reading and writing curriculum. This program appears to have had a positive impact on the reading/writing proficiency in grades 5 – 8. Many more of our middle school students succeeded in reading and writing than on listening and speaking. We will continue to implement rigorous, content-based literacy instruction in order to further increase student achievement in all grades and address the common core state standards.

### Patterns across Proficiencies and Grades:

Half of our ELLs (53%) scored at a level 2 on the ELA state test. Among students who tested advanced or proficient on the 2011 NYSESLAT, 14% scored level 1, 66% scored level 2, and 20% scored level 3 on the 2011 ELA state test. Among students who tested beginning or intermediate levels on the 2011 NYSESLAT, 68% scored level 1, 30% level 2, 2% level 3 on the 2011 ELA state test. We are currently implementing school-wide, rigorous, content-based literacy instruction to address our need to increase proficiency in ELA. Students who enroll in the Title III after school program also receive instruction targeted towards the ELA test tasks. Students may also participate on a number of SES programs offered at our school.

Half of our ELLs (51%) also scored at level 2 on the Math state test. Among students who tested advanced or proficient on the 2011 NYSESLAT, 6% scored level 1, 46% level 2, 44% level 3, and 4% level 4. Most of these students opted to take the test in English. Among

## 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:** PS/IS 18

**School DBN:** 06M018

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/19/11
	Assistant Principal		12/19/11
	Parent Coordinator		12/19/11
	ESL Teacher		12/19/11
	Parent		12/19/11
	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		12/19/11
	Coach		12/19/11
	Coach		12/19/11
	Guidance Counselor		12/19/11
	Network Leader		12/19/11
	Other		12/19/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 06m18      School Name: 018**

**Cluster: 6      Network: 601**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will identify the written documents to be distributed to parents that contain critical information regarding their child's education, including, but not limited to: letters, permission slips/consent forms, legal or disciplinary matters, safety, health, entitlement to public education or placement in any special education, ELL or non-standard academic program, registrations, applications, and any other student document.

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

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

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

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

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



## 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: PS/IS 18	DBN: 06M18
Cluster Leader: Jose Ruiz	Network Leader: Larry Block
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 150
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input 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: 7
# of certified ESL/Bilingual teachers: 6
# of content area teachers: 1

### 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: The Title III After School Program will target approximately 150 ELL students who scored at the beginning, intermediate, and advanced levels of the NYSESLAT in grades 3-8. School wide our New York State results have shown that our students continue to struggle in the area of English Language Arts. In preparation for the NYS ELA exams and the NYSESLAT for school year 2011-2012, we will focus on reading comprehension, vocabulary development, and informational writing. Therefore, the Title III after-school program will emphasize reading comprehension through Best Practices in Reading (Options, Inc.) for our intermediate and advanced students. This reading intervention program pairs fictional and non-fictional passages that build comprehension. Best Practices in Reading (Options, Inc.) includes strategies such as; using prior knowledge, predicting, summarizing, visualizing, questioning and making connections. Also, writing activities will be integrated for responding to fictional and non-fictional content. Academic vocabulary in both of these areas will also be developed. Eighth grade students will attend a theatrical event relevant to their curriculum. Beginning level students will use an intervention kit titled, Rourke Classroom Resources: ELL/Oral Language Intervention Kits (Rourke Publishing). This program helps develop oral language proficiency, writing skills and vocabulary acquisition through the content areas. For beginning, intermediate and advanced levels, grammar will be incorporated into the lessons in order to develop mastery of language usage and function. NYSESLAT preparation materials will be purchased (Getting Ready For The NYSESLAT And Beyond by Attanasio & Associates, Inc) to familiarize students with the tasks and construct of the exam. All materials have been selected to facilitate growth, and to be of high interest to our ELL students. All learning will be organized around custom-tailored, collaborative activities to ensure the academic and social development of all students. In order to ensure that our ELL students receive the necessary support in exiting ELL status, the four modalities will be addressed (listening, speaking, reading and writing). The program will be staffed by certified ESL and Bilingual teachers. Thirteen groups of 8-12 students will be organized based on language proficiency level. Six groups ranging from grades 3-6 will meet on Tuesdays for one and one half hours. Seven groups ranging from grades 4-8 will meet on Thursdays for one and one half hours. The program will begin October 2011, and run through April 2012.?????

### Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The Title III after-school teachers will participate in a study group using Research Based Strategies for English Language Learners: How to Reach Goals and Meet Standards K-8 by Denise M. Rea and Sandra P. Mercuri. Our Title III teachers will discuss key chapters of this book and implement some of these teaching strategies into their small groups. Our participating teachers will

### Part C: Professional Development

rotate to act as facilitators during our sessions. They will meet once monthly from November through April for forty five minutes. No Title III money will be used to support this activity.

### Part D: Parental Engagement Activities

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

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

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

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

The program will run from November 2011 through May 2012. Parent workshop topics include:

- |    |   |               |
|----|---|---------------|
| 1. | Parent Resources for Aiding Student Success | November 2011 |
| 2. | Reading As A Life-long Skill                | December 2011 |
| 3. | Reading Non Fiction                         | January 2012  |
| 4. | Writing for Information                     | January 2012  |
| 5. | Multiplication, Division & Fractions        | February 2012 |
| 6. | Persuasive Writing                          | March 2012    |

**Part D: Parental Engagement Activities**

7.	Preparing for the ELA Exam	March 2012
8.	Understanding the NYSESLAT Exam	April 2012
9.	Science—Using Community Resources to Bring Science to Life	May 2012

**Part E: Budget**

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

Allocation Amount: \$

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