



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R018

PRINCIPAL: MR. ROBERT RODRIGUEZ EMAIL: RRODRIG18@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mr. Robert Rodriguez	*Principal or Designee	
Mrs. Deborah Poleschuck	*UFT Chapter Leader or Designee	
Ms. Freda Young	*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	
Mrs. Pearl Friedman	Member/ UFT Member	
Mr. Mario Fuster	Member/ UFT Member	
Ms. Shaquana Bostic	Member/ UFT Member	
Desiree Gagliardy	Member/ Parent	
Tynisha Henderson	Member/ Parent	
Rachel Williams	Member/ Parent	
Robert Perkins	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase the overall ELA progress, 60% of the bottom 1/3 of 4th graders (15 out of 26) will increase their independent reading level by three benchmarks from their point of entry (September 2011) as measured against their June 2012 T.C. ITA (running record).

Comprehensive needs assessment

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

After conducting a review of the progress report, it was determined that the bottom 1/3 student population showed a decrease in performance and progress. As a result, we have made performance and progress for our bottom 1/3 population a priority for the school year.

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will be given on the following topics: administration and interpretation of the running record; the phases of collaborative inquiry; Using data to create action plans for long term goals; Analyzing low inference data to evaluate the teaching and learning;
- Targeted Population(s): Teachers servicing 4th grade, and out of classroom personnel (AIS providers) servicing bottom 1/3 student population.
- Responsible Staff Members: Principal, Assistant Principal, Staff Developer
- Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the Decision Making Process:

- Teachers will meet in grade level and cross functional teams to review student data gathered from low inference data and running record administration.
- Staff determined that an increase of three benchmarks in reading levels would be the way to measure the effectiveness of the activity/strategy; and whether additional support in academic intervention is needed.
- ITA running record Assessment Dates: September 2011, November 2011, March 2012, & June 2012.

Timeline for Implementation

- By October 3, 2011, all 4th grade teachers will complete their initial T.C. ITA and will begin using data for flexible grouping.
- By October 28th, 2011, all 4th grade teachers will use their initial data and informal observations (from Phase I of Collaborative Inquiry) to create action plans for their long term goals for their bottom 1/3 (Phase II).
- By November 1st, 2011, supervisors will begin observing small group instruction in relation to the individual/small group long term goals. This process will be monitored on an ongoing basis throughout PHASE II of collaborative inquiry.
- By November 15th, 2011, all 4th grade teachers will administer the 2nd T.C. ITA and will use the results to measure student progress.
- By November 28th, 2011, all 4th grade teachers will evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of specific individual students. (Checkpoint 1: Short term goal 1)
- By February 17th, 2012, all 4th grade teachers will evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of individual students or clusters of students. (Checkpoint 2: Short term goal 2)
- By March 2012, all 4th grade teachers will administer their 3rd T.C. ITA. They will use this data to monitor student progress and to revise action plans as needed.
- By May 2012, all 4th grade teachers will evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of individual students or clusters of students. (Checkpoint 3: Short term goal 3).
- By the end of May 2012, all 4th grade teachers will begin evaluating and analyzing the work that took place in PHASE II of collaborative inquiry. They will use that data to plan for PHASE III.
- By June 2012, all 4th grade teachers will administer their final (4th) T.C. ITA. They will use this data to measure the outcome of the long term goal.
- By the end of June 2012, all 4th grade teachers would have completed PHASE III of the inquiry work. They will use all the collected data to recommend system changes based on their cycle experience.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP
 - Teacher Center Specialist will host ELA workshops and test sophistication sessions with parents. The workshop materials used will be translated and

interpretation support will be provided in the dominant languages spoken by parents in school (Spanish).

- The school will host a Curriculum Night, Family Literacy Night, and the Robin Hood Library will be accessible to parents during and after school hours.
- As part of the Title III After School Program, parent workshops will be provided.
- The school will create and distribute monthly calendars and a monthly newsletter that is translated in all dominant languages (Spanish).
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers.
 - The payroll personnel secretary will work closely with the Network HR to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Teacher Center Specialist is assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school has established an AIS program that focuses on improving the five components of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension) for our bottom 1/3 student population.
 - All bottom 1/3 student population will participate in a Saturday Academy that will improve students' test sophistication strategies.

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Title III to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the school day.
- Consumable instructional materials for use during extended day program, Title III After School Program, and Saturday Day Program.
- Teacher per session for after school program and Saturday program.
- Teacher per session for professional development.
- Supervisor per session.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To increase the overall math progress, 60% of the bottom 1/3 population of 5th graders (20 out of 32) will increase one level from their point of entry (September 2011) as measured against their June 2012 Math Achievement Predictor assessment.

Comprehensive needs assessment

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

After conducting a review of the progress report, it was determined that the bottom 1/3 student population showed a decrease in performance and progress. As a result, we have made performance and progress for our bottom 1/3 population a priority for the school year.

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will be given on the following topics: administration and interpretation of the Math Achievement Predictor ;Item Analysis of the 2011 NYS Math assessment ; Using data to create action plans for long term goals; Analyzing low inference data to evaluate the teaching and learning;
- Targeted Population(s): Teachers servicing 5th grade, and out of classroom personnel (AIS providers) servicing bottom 1/3 student population.
- Responsible Staff Members: Principal, Assistant Principal, Staff Developer
- Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the Decision Making Process:

- Teachers will meet in grade level and cross functional teams to review student data gathered from low inference data; Math Achievement Predictor, Acuity Assessment, and the 2011 NYS Math assessment.
- Staff determined that an increase of one benchmark in math levels would be the way to measure the effectiveness of the teaching and learning process; and whether additional support in academic intervention is needed.
- Math Achievement Predictor Assessment Dates: September 2011, January 2012, & June 2012.

Timeline for Implementation

- By October 3rd, 2011, all teachers in grade 5 will analyze an initial assessment (Math Achievement Predictor) with a specific focus on creating a class matrix for the purpose of creating an item analysis report to identify the areas of strengths and weaknesses and tailor instruction to meet these needs.
- By the week of October 14th, 2011, teachers in grade 5 will use their initial data and informal observations (from Learning Target I of Goal Setting) to create action plans for their long term math goals for their bottom 1/3.
- By October 25th, 2011, supervisors will begin observing small group instruction in relation to the individual/ small group long term goals. This process will be monitored on an ongoing basis throughout the 3 Learning Targets of Goal Setting.
- By October 25th, 2011 teachers will begin using interim formative assessments (teacher created checklists) for daily progress monitoring as well as end of unit assessments to identify patterns and trends at the classroom level.
- By December 18th, 2011, all 5th grade teachers will evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of specific individual students. (Checkpoint 1: Short term goal 1)
- By January 15th, 2012, teachers will administer the second interim benchmark mathematical assessment (Math Achievement Predictors) to create a class matrix to inform small group differentiated instruction and to measure student progress.
- By March 11th, 2012, all 5th grade teachers will evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of individual students or clusters of students. (Checkpoint 2: Short term goal 2)
- By June 10th, 2012, all 5th grade teachers will evaluate student progress by measuring learning targets. Action plans will be

revised as needed to meet the needs of individual students or clusters of students. (Checkpoint 3: Short term goal 3)

- By June 17th, 2012, teachers will administer the third benchmark mathematical assessment (Math Achievement Predictors). They will use this data to measure the outcome of the long term goal.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP
 - Teacher Center Specialist will host Math workshops and test sophistication sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in school (Spanish).
 - The school will host a Curriculum Night, and a Family Math Night..
 - As part of the Title III After School Program, parent workshops will be provided.
 - The school will create and distribute monthly calendars and a monthly newsletter that is translated in all dominant languages (Spanish).
 - Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers.
 - The payroll personnel secretary will work closely with the Network HR to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Teacher Center Specialist is assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school has established an AIS program that focuses on improving the mathematical competency in computation and problem solving for our bottom 1/3 student population.
 - All bottom 1/3 student population will participate in a Saturday Academy that will improve students' test sophistication strategies.

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Title III to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the school day.
- Consumable instructional materials for use during extended day program, Title III After School Program, and Saturday Day Program.
- Teacher per session for after school program and Saturday program.
- Teacher per session for professional development.
- Supervisor per session.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To continue to focus on the skill of Writing, 60% (20 out of 32) of the bottom 1/3 of 3rd graders will increase their baseline performance from their point of entry (September 2011—On Demand Writing), by 5 benchmark points (within the range of 0-25) in relation to the 6+1 Traits of Writing as measured against their June 2012 end of year On-Demand Writing Assessment.

Comprehensive needs assessment

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

After conducting a review of student work, it was determined that the bottom 1/3 student population in 3rd grade showed limited skills in the writing process. As a result, we have made writing for our bottom 1/3 population a priority for the school year.

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will be given on the following topics: Understanding the writing rubric 6+1 Traits of Writing; Using Writing data to create flexible groups for guided writing and small group instruction; and Analyzing low inference data to evaluate the teaching and learning (Conditions of Learning).
- Targeted Population(s): Teachers servicing 3rd grade, and out of classroom personnel (AIS providers) servicing bottom 1/3 student population.
- Responsible Staff Members: Principal, Assistant Principal, Staff Developer
- Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the Decision Making Process:

- Teachers will meet in grade level and cross functional teams to review student work products (publishing pieces, On-Demand Writing) to zoom into specific under developed writing skills (such as ideas, conventions, sentence fluency, voice, organization, and word choice) that need further development.
- Staff determined that an increase of five benchmark points (based on the range score of 0-25) would be the best way to measure student progress towards the long term goal; and whether additional support in academic intervention is needed.
- On-Demand Writing Assessment Dates: September 2011, January 2012, & June 2012.

Timeline for Implementation

- *By the end of October 2011, teachers in grade 3 will develop writing goals for their bottom 1/3 of 3rd graders by using the gathered data from the 6 Traits of Writing. The action plans will reflect a course of action based on specific writing areas that students need to develop.*
- *By the end of October supervisors will focus on ensuring grade level grading coherence in relation to utilizing the 6 + 1 Traits of Writing Rubric. The gathered data will be use to differentiate professional development as needed.*
- *By November 2011, supervisors will focus on observations that will evaluate the effectiveness of data driven instruction (how well was the data matched to specific student needs and outcomes). Supervisors will provide feedback to assist teachers in the revision of goals as needed.*
- *On a month by month basis using published pieces teachers will be able to monitor learning targets by measuring growth within*

specific identified writing weaknesses (in relation to the six traits). They will use this information to revise short term plans as needed.

- *By January 2012, 3rd grade teachers will administer and analyze the 2nd On Demand Writing Assessment in relation to the 6 + 1 Traits of Writing. They will use this data to measure progress towards the long term goal.*
- *By May 2012, 3rd grade teachers will administer the final On Demand Writing Assessment in relation to the 6+1 Traits of Writing. They will use the date to measure student progress towards the long term goal.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP
 - Teacher Center Specialist will host workshops and test sophistication sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in school (Spanish).
 - The school will host a Curriculum Night, Family Literacy Night, and the Robin Hood Library will be accessible to parents during and after school hours.
 - As part of the Title III After School Program, parent workshops will be provided.
 - The school will create and distribute monthly calendars and a monthly newsletter that is translated in all dominant languages (Spanish).
 - Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers.
 - The payroll personnel secretary will work closely with the Network HR to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Teacher Center Specialist is assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school has established an AIS program that focuses on improving the six components of writing (ideas, conventions, sentence fluency, voice, organization, and word choice) for our bottom 1/3 student population.
 - All bottom 1/3 student population will participate in a Saturday Academy that will improve students' test sophistication strategies.

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Title III to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the school day.
- Consumable instructional materials for use during extended day program, Title III After School Program, and Saturday Day Program.
- Teacher per session for after school program and Saturday program.
- Teacher per session for professional development.
- Supervisor per session.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	12	0	3	5
1	10	10	N/A	N/A	12	0	4	8
2	8	8	N/A	N/A	14	0	16	6
3	11	11	N/A	N/A	10	0	12	3
4	22	22			10	0	16	9
5	24	24			18	0	12	7
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
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ELA	Wilson, Great Leaps, Comprehension Matters, My Sidewalks on Reading Street—the method of delivery is small group instruction in 50 minutes interval three to five times a week.
Mathematics	Targeted Math Intervention—the method of delivery is small group instruction in 50 minutes interval two to three times a week.
Science	Science is incorporated into the literacy and math blocks. A science cluster stresses hands on experiences. With the introduction of Foss and Delta Science Topics Kits in all grades, science will be expanded to avoid repetition and give the children a broader and more complete and richer understanding of science.
Social Studies	Social Studies is incorporated into the literacy and math blocks. With the introduction of the Harcourt Mifflin SS program, Social Studies will be expanded to avoid repetition and give the children a broader and more complete and richer understanding of Social Studies.
At-risk Services provided by the Guidance Counselor	Small group or individual counseling sessions. The Guidance Counselor provides at-risk services to individuals, small group and large group. She counsels children who have been suspended in an effort to better introduce them back into the classroom environment.
At-risk Services provided by the School Psychologist	The School Psychologist tests students for mandated services – no longer has time for AIS.
At-risk Services provided by the Social Worker	Small group or individual counseling sessions. The Social worker meets with parents and does social histories. Works with at-risk students only in time of crisis. The social worker has a small case load of SBST counseling students.
At-risk Health-related Services	Open airway classes for selected students, AED training and retraining for staff. AIDS lessons, nutrition program for all classes. Monitoring height, weight, vision and hearing. Our physical education teacher also works with the “FITNESSGRAM” program. It's the only health related fitness assessment to use criterion-referenced standards, called Healthy Fitness Zones, to determine students' fitness levels based on what is optimal for good health with all of our students. FITNESSGRAM was developed by The Cooper Institute in an effort to provide physical educators with a tool that would facilitate communicating fitness testing results to students and to parents. The assessment measures three components of health-related physical fitness that have been identified as important to overall health and

	function: aerobic capacity; body composition; and muscular strength, endurance, and flexibility.
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PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 Charles Amundsen	District 31	Borough Staten Island	School Number 018
School Name John Greenleaf Whittier School			

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

Principal Mr. Robert Rodriguez	Assistant Principal Mrs. JoAnne Carroll
Coach Mrs. Donna DeSantis, Literacy	Coach
ESL Teacher Mrs. Mayra Nicchio	Guidance Counselor Mrs. Stephanie DeSabato
Teacher/Subject Area Ms. Justina Morales, AIS teach	Parent
Teacher/Subject Area	Parent Coordinator Mr. Don Marbury
Related Service Provider	Other
Network Leader Jean McKeon	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	626	Total Number of ELLs	42	ELLs as share of total student population (%)	6.71%
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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. 

Students are initially identified as possible ELLs during the registration process. Parents complete the Home Language Identification Survey and are interviewed in English or their native language, where possible. These surveys and interviews are conducted primarily by one of our ELL teachers, Mayra Nicchio. We have also developed a team of teachers consisting of Justina Morales, AIS and Donna DeSantis UFT Literacy Coach who are also trained to conduct the interviews. These teachers also conduct an interview with the student. All three of these teachers speak English and Spanish. They read a book to the student in English and asks questions about the story to determine the student's level of understanding. These teachers also administer the LAB-R to assess whether or not students are eligible to participate in our ELL program. Students who do not pass the LAB-R are administered the Spanish Lab if that is their native language. This task is completed within the student's first 10 days of school. This task is completed by one of these pedagogues listed above.

The ELL teacher also conducts the parent orientation meeting where they explain the three program choices to the parents. During this meeting, the parents watch a video and the program options are explained and parent questions are answered. Parent Survey and Program Selection forms are also distributed at this meeting. Many are filled out at this time. The first meeting is usually the meeting with the best attendance. Letters are sent out to invite the parents to this meeting. Mrs. Nicchio will also be at the entrance of the school in the morning as parents drop off their students to personally invite them to attend the meeting and emphasize how important it is that they attend. She will also call the parents who she does not see to make sure they are aware of the meeting. Mr. Marbury, our parent coordinator, calls parents who miss the first meeting and arranges for multiple meetings to ensure that every parent understands their choice. We were able to complete the process this year with only a couple of meetings. We have not been faced with parents whose students were previously in a TBE/DL program. Mrs. Nicchio is responsible for following up with the parents and collecting all of the Parent Survey and Program Selection forms. She maintains those records as part of her ELL Compliance Binder which she keeps in her classroom.

All students who are eligible to take the NYSESLAT are administered the exam during the testing period. The list of eligible students is taken from the RLER report in ATS by the testing coordinator, JoAnne Carroll. She creates the testing schedule to ensure that all four components of the exam are administered during the testing period. The test is administered during the testing period by the three pedagogues listed above. Mrs. Nicchio, our ELL teacher, administers the speaking component herself. The rest of the exam is scheduled based on the grade level of the students and the component to be tested on a designated day. Placement letters are distributed to the students by Mrs. Nicchio. She is also responsible for maintaining these records as part of her ELL Compliance Binder. Continued entitlement letters are also distributed and the records maintained in the same binder.

The data collected through the Parent Survey and Program Selection forms showed the parents overwhelmingly support the Freestanding English as a Second Language (ESL) Program. Every parent selected this as the program for their child. They feel strongly that their children should be exposed to as much English as possible as soon as they begin school. The program model offered at our school is aligned to the parent's selection. There continues to be very little interest in creating a bilingual class. A survey was conducted and the response continues to be overwhelmingly negative. Due to this, we have decided to continue with our current program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	3

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	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	31	0	11	8	0	5	3	0	2	42

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	31	0	11	8	0	5	3	0	2	42
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
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	11	3	4	6	5								37
Chinese														0
Russian														0
Bengali		2												2
Urdu														0
Arabic	1													1
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	9	13	3	5	6	6	0	0	0	0	0	0	0	42

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Currently, we have one full time teacher servicing our ELL population. This allows us to provide the mandated minutes of ELL instruction which is necessary for the beginner, intermediate and advanced students. Our beginner and intermediate students receive 360 minutes of ELL instruction per week. Our advanced students receive 180 minutes of instruction per week. This is accomplished using the pull-out model. The ELL students are also in the same class on a grade. The largest majority of our ELL students are in kindergarten and first grade. These students are seen each day as a group. Our intermediate and advanced groups are made up of students across grades. We service the intermediate and advanced students as separate groups. Because we have a smaller number of students in our program this year, Ms. Nicchio does not have a problem scheduling students within the school day. As part of Mrs. Nicchio's program, she has science, math and social studies materials for every grade level in Spanish. This allows her to support the students, when necessary, to work in these content areas. She also works with the classroom teachers who have ELL students to provide that support. At this time, our students who are newcomers are all in kindergarten. These students are serviced as part of our regular ELL program. We do not have any students who are scheduled to take a NYS standardized test in the third, fourth and fifth grade as a newcomer. We have a small number of ELL students who we have been servicing for 4 to 6 years. We offer these students extra academic support through our AIS program to support their learning.

Our ELL-SWD population receives all services mandated including ELL mandate. We have developed our program to ensure that each student receive not only what their IEP mandates but what their ELL mandate requires. Across each grade, each classroom uses the same material for literacy, math, social studies and science. We do not have any students whose IEP mandates bilingual instruction. Many of our ELL students who have IEPs are in integrated co-teaching classes. They spend their days learning with their non-disabled peers. Students who are in self-contained classes are mainstreamed as much as possible with their non-disabled peers.

Our classroom teachers are also focusing on increasing student proficiency through the implementation of our literacy prototype and focusing on student's using reading strategies to improve their understanding. They are focusing on increasing student vocabulary through content area instruction creating an environment that is print rich to expand our ELL student's vocabularies.

In our ELL program we will continue to implement a balanced literacy program following the workshop model. All teachers work with and use reading strategies that are based on the Balanced Literacy Initiative addressing scientifically based research in the six dimensions on reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. In addition, learning from looking at, and listening to, student work on a routine basis; the integration of literacy into the content area in social studies, science, the arts and technology into the instructional program and continued

A. Programming and Scheduling Information

implementation of the workshop model. We continue to add a large amount of material to the program. We have integrated the seven habits of effective readers into our literacy block. They are questioning, determining importance, activating prior knowledge (making connections), inferencing, synthesizing, visualizing and monitoring and repairing comprehension. We have enriched our curriculum by incorporating the Good Habits, Great Readers program, Houghton Mifflin Social Studies and Foss science kits into daily instruction. We also added new computers to each classroom last year to support instruction. Our ELL teacher uses her level classroom library and our teacher's resource room to provide the students with a literature rich environment which crosses the content areas.

At P.S. 18 we will continue to implement the Freestanding English as a Second Language program. Our ELL teacher has state certification. We do not have any SIFE students at P.S. 18 this year. We also do not have any students who will be taking the NYS ELA exam after one year of ELL instruction. We have three fifth graders who are categorized as long term ELL students. Both the classroom teachers and the ELL teacher are focusing on developing these students reading and writing skills. The students are all advanced in this area. We have also provided these students with additional AIS intervention. We also group our special needs students together in a small group in order to facilitate individualized instruction.

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				
Social Studies:				
Math:				
Science:				

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

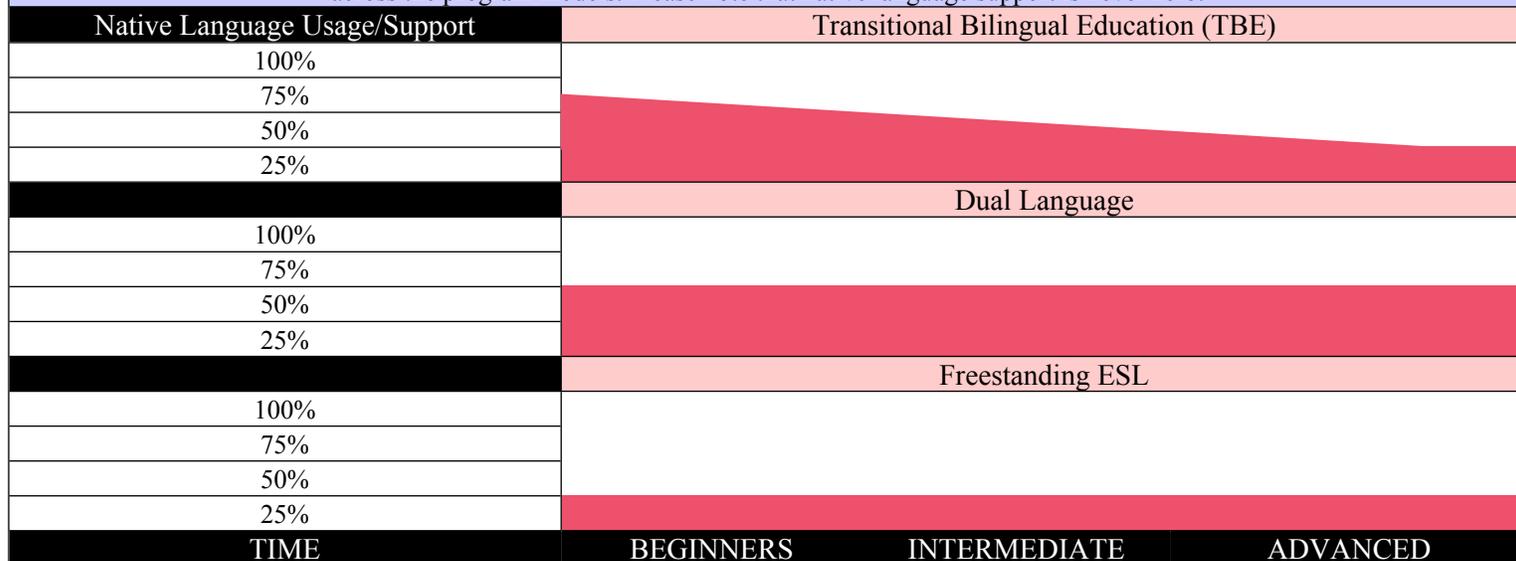
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

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?

Our data indicates a number of implications for instruction. We have moved our intervention period to the morning to provide small group, AIS instruction to all students at the end of the literacy block. We must continue to focus on our beginner students and provide them with the skills they need to become proficient in all four areas. During the 2011-2012 school year, we have seen a decrease in our ELL population. Spanish speaking students who attend our full day PreK program before kindergarten passed the LAB-R and were not eligible for ELL services. Students who have reached proficiency on the NYSESLAT are supported through extra pull out AIS instruction and an invitation to attend our ELL after school program. These students also receive ELL test accommodations for two years after they pass the NYSESLAT.

We will continue to focus on our beginners pulling them out during morning literacy instruction for intensive instruction

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?

Our data indicates a number of implications for instruction. We have moved our intervention period to the morning to provide small group, AIS instruction to all students at the end of the literacy block. We must continue to focus on our beginner students and provide them with the skills they need to become proficient in all four areas. During the 2011-2012 school year, we have seen a decrease in our ELL population. Spanish speaking students who attend our full day PreK program before kindergarten passed the LAB-R and were not eligible for ELL services. Students who have reached proficiency on the NYSESLAT are supported through extra pull out AIS instruction and an invitation to attend our ELL after school program. These students also receive ELL test accommodations for two years after they pass the NYSESLAT.

We will continue to focus on our beginners pulling them out during morning literacy instruction for intensive instruction intended to support the ELL student in achieving a level of English proficiency which will allow them to function productively in their classrooms. We also use a buddy system within the classrooms where ELL students work closely with their English Proficient counterparts to increase their language development. We have reinstated our afterschool program. It will be held two days a week. There will be a group of 12-15 students on each grade participating. It will be open to current and former ELL students. We will be using the Afterschool Achievers Reading Club program from Great Source. We also plan to continue with our Saturday Academy. This will begin in January using the Buckle Down Reading and Math Program. We feel both of these programs will increase the opportunities for our ELL students to become proficient more quickly. Native language materials are provided through our ELL teacher, Mrs. Nicchio as discussed in previous sections. P.S. 18 is also a Beacon school. All students who are part of the P.S. 18 school community are eligible to participate in the after school and Saturday activities provided by United Activities Unlimited. All ELL students are afforded equal access to all programs in the school. Our ELL after school program is funded through Title III money. Our Saturday Academy is funded through fair student funding money in galaxy. United Activities Unlimited is funded through outside sources and not from the school budget. We received brand new computers in our school last year. Teachers are using the Breakthrough to Literacy Program in kindergarten and grade one while the upper grade teachers are using the Achieve 3000 program to support literacy instruction.

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)?

P.S. 18 does not have a dual language program.

D. Professional Development and Support for School Staff

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

A large portion of the staff has already completed the mandated 7.5 hours of ELL training. This is documented as part of the ELL Compliance Binder. Professional development is provided to all newer staff members who still require this training. The goal of our professional development is to improve student performance by improving the ability of all teachers to design and implement a comprehensive and effective instructional program for all ELLs. Staff development for all teachers will be in the four modalities (listening, reading, writing and speaking) including combination modalities for level adjustments - these designations can assist teachers in differentiating instruction for their students. We continue to focus on implementing a structured prototype during balanced literacy. The implementation of this initiative is supported through grade level meetings. The ELL teacher will also present staff development which presents opportunities to learn strategies that support and scaffold listening, speaking, reading and writing as well as content knowledge. Our goal is to support the teachers as they work with the ELL students in their classroom. We also schedule our ELL teacher to plan with the classroom teacher in an effort to support the ELL students. The ELL teacher and staff members participate in professional development provided by our network. Pegagogues who require training have an opportunity to participate in workshops offered through the UFT Teacher Center.

Fifth grade staff members work closely with the parent coordinator, the school guidance counselor and social worker to provide support for students who are transitioning from elementary school to middle school. This is done mostly through group and individual counseling sessions.

E. Parental Involvement

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

Our parent coordinator has established a communication system to meet the needs of our parents. He provides English as a Second Language classes twice a week to our parents. He conducts meetings and workshops to inform parents about ways they can support their student's learning. We also translate all documents for the parents so they can understand what is going on in our school. When parents come in to school with questions about documents, we have staff members available who can speak to parents in Spanish and explain documents, procedures or help parents fill out documents correctly. We also have an open door policy to address parent needs. Our principal, Mr. Robert Rodriguez, conducted a meeting at the beginning of the school year to provide the parents the opportunity to discuss their concerns about the school. We have a partnership with United Activities Unlimited. They provide an after school program for our students. United Activities Unlimited provides all materials to parents in English and in Spanish. They also have staff available who can translate and explain documents to parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	3	2	3	1	0								18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	7	0	0	4	0								11
Advanced (A)	0	3	1	2	1	6								13
Total	9	13	3	5	6	6	0	0	0	0	0	0	0	42

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	6	0	0	0	6
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

Additional Information

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

Part VI: LAP Assurances

School Name: <u>John Greenleaf Whittier School</u>		School DBN: <u>31R018</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R018 **School Name:** John Greenleaf Whittier School

Cluster: 2 **Network:** 211

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

Part A: Needs Assessment Findings

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

Our written translations assessments needs were found by a careful review of the home language surveys, and our RPOB ATS reports and during registration. The findings are reported to the school community through the home language surveys and during the parent orientation meetings. The major findings of our school is that we would need to provide translation and interpretation primarily in the language of spanish, Chinese, and Urdu. During parent meetings and orientations we will continue to provide information through a range of channels and formats. The Parent Coordinator, as well as other members of the school community will ensure that parents understand their rights.

When a child is registered a home language form is filled out. The forms are available in the language most often required based on the ethnic background of the school community. Based upon a review of these forms letters are sent in the appropriate languages inviting parents to an orientation meeting explaining ESL and ELL programs. They are given an explanation providing them with knowledge to make a choice. The children are given the LAB-R and a program is put in place. The parents of ELL students are invited to participate in after school workshops presented by the ELL teacher and supported by the parent coordinator. A needs assessment is done based on the survey. The survey is also distributed to all ELL families who do not participate in the workshops.

All notices are sent home in appropriate languages. Report cards are sent home with a blank copy of the report cards printed in appropriate languages.

A bilingual ELL teacher and bilingual staff members are called upon to assist with translations. ELL students are placed in classes where bilingual personnel are assigned and with other children with whom they can comfortably communicate.

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.

After a review of the home language surveys, we found that the languages we need to provide written translations for is Spanish, Chinese, and Urdu. P.S. 18 has an increasing population of Hispanic families with some Chinese and some Urdu. The primary need is Spanish translation. Findings are reported to the school via surveys, interviews and evaluation of the student's abilities. We have posted the language translation policy informing parents of their rights to receive free translations in the school by posting interpretation notice signs by the main entrance and the main office of the school building. The Parent Bill of Rights was also translated into Spanish, Chinese, and Urdu. In the event a parent has a question regarding any of these documents, we have a number of staff members who are Bilingual to clarify any confusion.

Part B: Strategies and Activities

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

Written translations will be used to disseminate vital information and parent letters to non-English speaking parents to encourage participation in their children's education. Our goal is to enhance parents understanding of academic standards, assessments and exams. We will do this by:

- *Providing interpretation services(either on site or over the phone)
- *Contacting the DOE Translation and Interpretation Unit
- *Utilizing the Translation/Interpretation school funding allocation

Written translation services are done by the ESL teacher, parent volunteers, or the DOE translation and interpretation unit. This procedure is in place and is done in a timely manner. Department of Education forms that can be located on the internet are downloaded and used when ever possible.

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.

We plan to meet the needs by providing interpreters in Spanish, Chinese, and Urdu during all Parent teacher conferences, teachers/parent meetings, workshops, suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation.

Oral translations services are provided by the Principal, school personnel (ESL teacher/ Family Worker/ Social Worker/ and classroom teachers/ paraprofessionals), or parent volunteers/ PTA members that are fluent in the language. If no one is available to translate, school personnel will provided access to an over the phone DOE translator from the interpretation services.

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 provides parents whose primary language is a covered language with translations of any documents that contain individual student specific information. School secretaries and school aides are knowledgeable of the needs of parents. Forms are readily available in covered languages. All information regarding health, safety, legal or disciplinary matters, entitlement to public education or placement in any special education, English Language Learner or non-standard academic program, permission slips and consent forms are available in covered languages.

Signs, calendars, directions are exhibited and available in the covered languages.

Workshops are provided during the school day and after school addressing the rights regarding translation and interpretation services in the appropriate covered language by the ELL teacher and parent coordinator with the support of the PTA. All PTA meetings provide translations of all issues addressed in the appropriate covered languages. Outside agencies are invited into the school to provide information addressing the rights and needs of parents. For example, the Health Plus van is regularly invited to the school to provide and inform all parents of the health services that are available.

Section VII of Chancellor's Regulations A-663 regarding notification requirements are addressed using a team effort to assimilate and welcome the families of English Language Learners into our school community.

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: John Greenleaf Whittier School	DBN: 31R018
Cluster Leader: Mr. Charles Amundsen	Network Leader: Mrs. Jean McKeon
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 75 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in Reading Comprehension, and Writing. The Reading Club AfterSchool Achievers (Great Source Reading program) will be utilized to provide support.

5 Kits x 5 teachers= 1,000

34 reflects the total # of days (Tuesday and Wednesday) from NOV 29-April 4). Six teachers will be hire for the program. There are a total of 5 classes with one teacher per class and the ESL teacher will push in to each class to work with the common branch teachers. The ESL teacher will provide support and guidance in ESL methodology and strategies to the five common branch teachers because we only have one ESL teacher that is certified with the proper certification. The activities are divided into the total amount of sessions that they will be teaching.

Grade K (10-15 students) Nov-April @2 hour 2x's a week for 34 sessions

Grade 1 (10-15 students) Nov- April @2 hour 2x's a week for 34 sessions

Grade 2 (10-15 students) Nov- April @2 hour 2x's a week for 34 sessions

Grade 3 (10-15 students) Nov-April @2 hour 2x's a week for 34 sessions

Grade 4 & 5 (10-15 students) Nov-April @2 hour 2x's a week for 34 sessions

ELS teacher --Nov--April @ 2 hour 2x's week for 34 sessions

6 TRS x 2 hr x 34 sessions x \$44.00 = \$ 17,952

(Additional Support) at no cost to the program

In addition to our Title III allocation, our school will use Fair Student Funding to supplement this Title III ELL After-School Program to support the hiring of 6 teachers. The program will service English Language Learners in grades K-5. All students at the beginning, intermediate and advanced levels of the NYSESLAT and former Ell's will be invited to participate in the program.

Part C: Professional Development

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: P.S. 18R Title III professional development program will focus on making content comprehensible for English Language Learners.

Teachers will participate in professional development workshops in the most current research methodologies in the instruction of English Language learners. The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by school administrators, ESL teachers. The sessions will take place during preps and during professional development periods at no cost to Title III.

Some of the workshops will include: Teaching ELA strategies to ELL students; Differentiated instruction for ELLs; Best Practices and Strategies in ESL; Understanding the NYSESLAT; and Using technology with ELL's.

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: Our parents, through our parent coordinator and ESL teacher, continue to express an interest and need for support. We will continue with our very successful ELL after school program, utilizing Title III and other funding sources to hold a five week session of classes after school for the parents to help them learn English and to understand things they can do at home with their children to help them to be successful. We have also found this to be very helpful. Workshops are tentatively scheduled for December 13th, January 17th, February 7th, March 6th, and March 27th. They will run from 3:30 to 5:30 and will be conducted by our ELL teacher, Mayra Nicchio. The program will be targeted at our Spanish speaking parents since this is the area of greatest need. Our hope is to have 20 parents attend each session. The workshop titles are as follows: 1) Life Skills as it pertains to your student at school; 2) How to help your child with their homework; 3) Foundations; 4) Social Skills for your

Part D: Parental Engagement Activities

child; 5) Preparing your child for the NYS ELA and Math tests. There will no cost to the Title III allocation.

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		