



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EDWARD BUSH SCHOOL P.S. 18

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

PRINCIPAL: **KAREN FORD**

EMAIL: **Kford5@schools.nyc.gov**

SUPERINTENDENT: **ALICJA WINNICKI**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Karen Ford	*Principal or Designee	
Maritza Aviles	*UFT Chapter Leader or Designee	
Loretta Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Frances Michalakos	Member/Teacher	
Maura Callan	Member/Teacher	
Lisa Marchello	Member/Teacher	
Maria Simon Ramirez	Member/Parent	
Cynthia Muniz	Member/Parent	
Adelaida Cirilo	Member/Parent	
Ada Rivera	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, 66% of the students in grades Pre-K to 5 will achieve a level 3 or a 4 as measured by the literacy task rubric.

Comprehensive needs assessment

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

- **29% Kindergarten students end-of-year reading progress – as measured by MCLASS and Award Reading Assessments (BOY, MOY, EOY)**
- **41% of students in Grades 1 reading on grade level or above – as measured by MCLASS and Award Reading Assessments (BOY, MOY, EOY)**
- **50% of students in Grades 2 reading on grade level or above – as measured by MCLASS and Award Reading Assessments (BOY, MOY, EOY)**
- **49% of students scored at a level 3 or 4 in grades 3-5 on 2012 NYS ELA Test**
- **84.3% of the students are in the median growth percentile as measured by our peer range in the school Progress Report Grades 3-5**
- **40.4% of the students in the lowest third progressed at least one year as measured by our peer range in the school Progress Report**

Our focus is to increase the number of students performing at levels 3 and 4, including the ELL and IEP students

Instructional strategies/activities

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

- Using formative Assessment in Instruction
- Reflecting on Teaching
- Maintaining Accurate Records
- Professional and Instructional Collaboration

All teachers have and will continue to receive professional development in the following areas:

- Differentiation of instruction/Tiered Learning Activities
- K-3: Award Reading Program
- Designing Coherent Instruction
- Deepening of questioning and discussion techniques
- Engaging students in learning
- Using formative Assessment in Instruction
- Reflecting on Teaching
- Maintaining Accurate Records
- Professional and Instructional Collaboration

Teachers will assess students routinely formally or informally

- W.R.A.P. assessment
 - MCLASS
 - Award Reading
 - Writing rubrics
 - Running record
 - Teacher made assessments
 - Edperformance
 - ELA benchmark assessments
 - Checklists
 - Observations
- Teachers plan for differentiation based on the knowledge of students

Grade teams meet regularly to look at student work and plan instruction

The school leadership team and inquiry teams examine data and trends and make instructional decisions

- Inquiry groups have been formed with a purpose of working with a select group of identified students
 - Phonemic awareness
 - sight word recognition

- Comprehension
 - Fluency
 - Vocabulary
 - Writing
- Continue to use Sadler and Oxford texts for grammar and vocabulary – 3-5 students - *Classroom teachers* - Sept-June
 - Word Study- PK-5 students- *Classroom teachers*- Sept-June
 - Professional development to develop teachers’ awareness and understanding of the CCSS standards and their individual roles in the implementation process of developing a task in small groups and at specific grade levels- Network and grade level training - August-June
 - Students will produce a grade level “Response to Literature”, as well as in the content areas as demonstrated by Individual Student portfolios/notebooks and teacher assigned projects in line with teacher created student rubrics.
 - Continue the humanities curriculum that will involve literacy, social studies, and a strong technology component where the students in grades 2 - 5 will learn MS Word Sept-June
 - Continue an interdisciplinary science and social studies curriculum that will integrate literacy skills development. Social studies, and science both have strong technology components that require students to research and create presentations- *Classroom teachers*, - Parental and student workshops provided by OmniLearn Science. Inc. to teachers, families and students. Sept-June
 - Continued use of Breakthrough to Literacy in PK-K- *Classroom teachers* - Sept-June
 - Continued use of Wilson’s Foundation in Gr. K-2- *Classroom teachers* - Sept-June
 - Continuation of the Award Reading Program Gr. 1 and 2 students – *Classroom teachers* – Sept-June, Professional development provided by vendor onsite once a month.
 - Continuation of Award Reading computerized program - *Classroom teachers (computer cluster)*
 - Continuation of Blueprint for Exceptional Writing and its checklist - PK-5 students *Classroom teachers (K-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students)*-Sept-June
 - Continue implementation of Smartboard technology (grades K- 5) and Smart tables (PK) - *Classroom teachers* - Sept-June, PD by vendor for teachers where applicable
 - Well stocked Classroom Libraries - *Classroom teachers*- Sept-June
 - Additional Guided Reading Resource Materials available - *Classroom teachers*- Sept-June
 - Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – *Blanca Ramirez*- Sept-June
 - Publication of a parent newsletter to inform all parents- *Principal, classroom teachers*
 - Provide AIS/ESL services to support targeted students in Reading and Writing, Phonemic Awareness, Reading Comprehension, Interactive Writing, Guided Reading, and Accountable Talk - (*Paula Vaughan, Frances Michalakos, Avinash Pancholi*)- Sept-June
 - Extended Day: Students at risk will continue to receive services for 37.5 minutes Monday to Wednesday. *Classroom teachers (Pk-5), AIS providers, and all other school staff*
 - Provide enrichment activities during and after school to encourage oral and written expression. i.e. Sing for Hope Drama Latin

American Culture, Future Engineers, G-Next, girls financial awareness and college planning, The Human Body, Words, Living Healthy, Words, Words, School Newspaper, Geography, Art, Afro-Latin Jazz Instrumental Music –Provided by teachers and partnerships

- After School Programs: Focused groups in 2-5

Strategies to increase parental involvement

- Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – *Blanca Ramirez- Sept-June*
- Common Core State Standards – Parent Coordinator, Classroom Teachers
- Workshops will be offered by teachers to support parental understanding of curriculum, testing and promotional criteria
- Meet the Teacher and Curriculum Night
- Publication of a parent newsletter to inform all parents- *Principal, classroom teachers*
- Family Literacy Nights
- How to help your child read? Reading strategies and test taking strategies.
- Building a community of learners through parental involvement, cooperative curriculum planning, student partnerships driven with accountable talk. Professional development provided by the AIS providers and testing coordinator-
- All letters and notices to parents will continue to be translated into Spanish, and any other languages as needed..

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants C4E Other

If other is selected describe here:

Contract for Excellence for instructional support and small class size

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Funding has been allocated for primary and academic supplies for STH students' needs, as well as students designated at risk of not meeting promotional criteria
 - Before school tutoring grades K-5 by classroom teachers
 - After school academic programs for grades 2-5 in ELA, as well as Lexia Program for ELLS by teachers of Gr. 2-5 and ESL teacher.
 - Enrichment courses offered to students in grades 3-5 by staff

- Per session guidance counseling in place to support their social-emotional needs, of student at risk

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, 66% of the students in grades Pre-K to 5 will achieve a level 3 or a 4 as measured by the math task rubric.

Comprehensive needs assessment

Our concern at Public School 18 has been student progress.

- **64 %Kindergarten students end-of-year Math progress as measured by MCLASS (BOY, MOY, EOY) and EDM End-of-Unit Assessments**
- **45% of students in Grades 1 Math on grade level or above as measured by MCLASS (BOY, MOY, EOY) and EDM End-of-Unit Assessments**
- **58% of students in Grades 2 Math on grade level or above as measured by MCLASS (BOY, MOY, EOY) and EDM End-of-Unit Assessments**
- **60.7% of the students achieved a level 3 or 4 on the 2012 NYS Math test**
- **44.0% of the students are in the median growth as measured by our peer range in the school Progress Report**
- **23.8% of the students in the lowest third made at least one year progress as measured by our peer range in the school Progress Report**

Our focus is to increase the number of students performing at levels 3 and 4, including the ELL and IEP students

Instructional strategies/activities

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

- **100% of staff will be trained in the Danielson Framework - Teachers will improve their pedagogical practice through use of the Danielson Framework via informal and formal observations**
 - **Designing Coherent Instruction**
 - **Deepening of questioning and discussion techniques-**
 - **Engaging students in learning**
 - **Using formative Assessment in Instruction**
 - **Reflecting on Teaching**
 - **Maintaining Accurate Records**
 - **Professional and Instructional Collaboration**

Grade teams meet regularly to look at student work and plan instruction

The school leadership team and inquiry teams examine the data and trends and make instructional decisions

All teachers have and will continue to receive professional development in the following areas:

- **Differentiation of instruction/Tiered Learning Activities**
- **Designing Coherent Instruction**
- **Deepening of questioning and discussion techniques**
- **Engaging students in learning**
- **Using formative Assessment in Instruction**
- **Reflecting on Teaching**
- **Maintaining Accurate Records**
- **Professional and Instructional Collaboration**
-

Teachers will assess students routinely formally or informally

- **MCLASS**
- **EDM End-of-Unit Assessments**
- **ST Math online Assessments**
- **Class assessments**
- **Edperformance**
- **Benchmark assessments**
- **Checklists**
- **Observations**
- **Teachers plan for differentiation based on the knowledge of students**
- **Math Logs- *Classroom teachers*- Sept-June**
- **ST MATH a Mind Research math program- Grades 2-4. Professional Development provided by Program expert to P.S. 18 every other**

month to support the teachers, discuss data, and plan for instruction.

- Learning through Inquiry using manipulatives- *Classroom teachers* - Sept-June
- Provide AIS services to support targeted students in Mathematics, specifically Problem Solving, Computational Skills, Mathematics Vocabulary, Lifelong Skills, Interactive Writing, and Accountable Talk, in small group settings will be supported by ELL, Resource Room, and AIS teachers. Sept-June
- The ESL teacher will introduce, as well as review mathematics curriculum topics with targeted ELL students in consultation with the Classroom teacher. Sept-June
- Extended Day: Students at risk will continue to receive services for 37.5 minutes before school. *Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students,)-Sept-June,*
- Provide enrichment activities during and after school activities to encourage mathematical thinking strategies. i.e. small group work, math games, Future Engineers (Bridges and Robotics), G-Next; planning for the Future a program geared to girls to promote financial awareness
- After School Programs: Focused groups in 3-5

Strategies to increase parental involvement

- Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – *Blanca Ramirez- Sept-June*
- Common Core State Standards – Parent Coordinator, Classroom Teachers
- Workshops will be offered by teachers to support parental understanding of curriculum, testing and promotional criteria
- Meet the Teacher and Curriculum Night
- Publication of a parent newsletter to inform all parents- *Principal, classroom teachers*
- All letters and notices to parents will continue to be translated into Spanish, and any other languages as needed..
- Family Math Fun Nights
- *How to help your child with Math? Problem solving strategies and test taking strategies.*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I X Title IIA X Title III _____ Grants C4E Other
C4E

If other is selected describe here:

Contract for Excellence for instructional support and small class size

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Funding has been allocated for primary and academic supplies for STH students' needs, as well as students designated at risk of not meeting promotional criteria
 - Before school tutoring grades K-5 by classroom teachers
 - Two extra periods of Mind Research math per week grades 2-5
 - After school academic programs for grades 3-5 in Math, as well as Program for ELLS by teachers of Gr. 3-5 and ESL teacher.
 - Per session guidance counseling in place to support their social-emotional needs, of student at risk

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, to increase the number of students achieving Level 4 by 10%, from 67% to 77%, on the NYS science test

Comprehensive needs assessment

On the 2012 NYS science, 33% of Grade 4 students scored Level 3; and 67% of Grade 4 students scored Level 4. Despite the success of the students in science, we feel that students need more intense instruction in the content areas with extensive work on vocabulary and informational materials.

Instructional strategies/activities

- **Build stronger Science and knowledge and vocabulary - PK-2 students through hands-on discovery, experimentation, and investigation. Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students,)-Sept-June - Sept-June**
- **Provide K-5 students with opportunities to explore through inquiry-based and project-based instruction – Classroom teachers - Sept-June**
- **Teachers of grade 4 will supplement scientific instruction through computer software using the internet for information and sources**
- **Hands-on activities for all K-5 students – Classroom teachers- Sept-June**
- **Writing in the content area – 3-5 students - Classroom teachers (Pk-5) and AIS providers (Paula Vaughan, Frances Michalakos, Avinash Pancholi-ELL students,)-Sept-June - Sept-June**
- **Journal Writing and reflection- 3-5 students Classroom teachers- Sept-June**
- **Accountable Talk- K-5 students - Classroom teachers- Sept-June**
- **Use scientific language and vocabulary and science word wall - K- 5 students - Classroom teachers- Sept-June**
- **Class Trips and scientific expeditions - PK-5 aligned with curriculum and instruction**
- **Provide AIS services to support targeted students in Science as identified by the Grade 4 New York State Science test and Teacher Assessment across the grades. ELL and AIS teachers will support Science Skills and Accountable Talk in small group settings.**
- **Supplement scientific instruction through collaboration with public and private agencies such as the OmniLearn Scientific Laboratory Inc.**
- **Foss science units and kits**
- **Interdisciplinary Initiative – Gr. K- 5**
- **Develop science presentations with links to age-appropriate websites to integrate technology into science instruction and excite students about recent scientific developments in fields like medical research and space exploration. 4-5 students Classroom teachers, John Werner (Computer Cluster)- Sept-June**

- **Non-Fiction Reading - *Classroom teachers*- Sept-June**
- **Increase the number of non fiction trade books relating to science topics in Classroom libraries and school Research and Technology Center- *Principal***
- **Professional development to develop teachers' awareness and understanding of the CCSS standards and their individual roles in the implementation process of developing tasks in small groups and at specific grade levels- Network and grade level training - Sept -June**
- **100% of staff will be trained in the Danielson Framework - Teachers will improve their pedagogical practice through use of the Danielson Framework via informal and formal observations**
 - **Deepening of questioning and discussion techniques-**
 - **Engaging students in learning**
 - **Using formative Assessment in Instruction**
 - **Reflecting on Teaching**
 - **Maintaining Accurate Records**
 - **Professional and Instructional Collaboration**

All teachers have and will continue to receive professional development in the following areas:

- **Differentiation of instruction/Tiered Learning Activities**
- **Designing Coherent Instruction**
- **Deepening of questioning and discussion techniques**
- **Engaging students in learning**
- **Using formative Assessment in Instruction**
- **Reflecting on Teaching**
- **Maintaining Accurate Records**
- **Professional and Instructional Collaboration**

Strategies to increase parental involvement

- **Parent coordinator will implement interactive shared activities to involve the parents in all areas of learning – *Blanca Ramirez*- Sept-June**
- **Common Core State Standards – Parent Coordinator, Classroom Teachers**
- **Presentation and hands-on Workshops by Omnilearn Science, Inc. to support parental understanding of curriculum, testing and promotional criteria**
- **Meet the Teacher and Curriculum Night**
- **Publication of a parent newsletter to inform all parents- *Principal, classroom teachers***
- **Family Science Fun Nights**
- ***How to help your child with Science and Kitchen Science***
- **All letters and notices to parents will continue to be translated into Spanish, and any other languages as needed..**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy X Title I X Title IIA X Title III _____ Grants C4E Other

If other is selected describe here:

Contract for Excellence for instructional support and small class size

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Funding has been allocated for primary and academic supplies for STH students' needs, as well as students designated at risk of not meeting promotional criteria
 - Partnership with OmniLearn Science, Inc. (Hands-on-science)
 - Additional hands-on science lab/prep periods once a week grades K-5
 - Before school tutoring grades K-5 by classroom teachers
 - After school science academic program for grade 4, provided by Grade 4 teachers and ESL teacher.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, we will have an increase of 15% in parent participation at our parent meetings, on our parent committees, and at all school activities including parent workshops and 75% of the families will have accessed ARIS parent link.

Comprehensive needs assessment

An analysis of data by the SLT indicated that there could be more parental involvement. It was determined that more than 80% of the parents come to school on open school night and afternoon, but only 20% attend the meetings and workshops that are offered by the school.

Instructional strategies/activities

- **Parent Newsletter every other month in English and Spanish**
- **Monthly calendars**
- **Running year calendar Updates**
- **Weekly Notices of things to come**
- **School Messenger – Calls to parents/Guardians nightly to inform them of absences, lateness, events/activities**

An expanded menu of workshops will continue to inform parents within the context of hands-on activities and to familiarize them with:

- **Classroom routines and rituals - September, October**
- **Homework – September, October**
- **Test taking readiness and strategies – February, March**
- **Curriculum – October, December, February**
- **From Stress to Success by Sylvan Learning -**
- **Asthma – by Woodhull Hospital Asthma Clinic - Ongoing**
- **Nutrition – by Parent Empowerment -September, March**
- **Conflict Resolution – by Conflict Reso for Safer Schools and Community – September, January, April**

Strategies to increase parental involvement

- **Parent coordinator will ensure that parent newsletter in English and Spanish will continue to be sent home monthly with an overview of projects, school policies, celebrations and announcements both past and upcoming. *Blanca Ramirez - Sept-June***
- **The school, with the assistance of the parent association, will continue to vigorously promote the initiative to encourage parents to access ARIS data regarding the academic progress of their children. *Blanca Ramirez, Frances Michalakos***
- **The Research and Technology Center will be made available to parents before or after meetings to assist parents in accessing ARIS data. *Parent Association, Blanca Ramirez***
- **Monthly calendar will continue to be sent home with students- *Principal***
- **Initiate a curriculum night inviting all parents to come to school to meet the teachers and get familiarized with the curriculum and their children’s class routines.**
- **A “parent-friendly” easy-to-read staff directory will be sent home – *Principal, Blanca Ramirez (parent coordinator)***

- A new bulletin board dedicated to parent announcements will be displayed. *Principal, Blanca Ramirez (parent coordinator)*
- A survey of parent interest will continue to be developed and sent home in English and Spanish- *Principal, Blanca Ramirez (parent coordinator), School Leadership Team*
- Parents on the School Leadership Team will continue their involvement in making important decisions concerning the school instructional plan (CEP) and the allocation of resources to support it.
- Parents will continue being provided with opportunities to participate in Learning Leaders of NY.
- Parents will continue the relatively high level of participation on class trips.
- Community speakers will be guests at Parent Involvement workshops. *Principal, Blanca Ramirez (parent coordinator)*
- More Saturday Workshops will be presented by consultants and CBOs, based on availability of funding
- Parents will continue to be invited to informal and formal school events and celebrations (publishing parties, graduations, awards assemblies, etc.). *Principal, Blanca Ramirez (parent coordinator), Classroom Teachers*
- All letters and notices to parents will continue to be translated into Spanish, and any other languages as needed..
- Parents will continue to be invited to school festivals and family fun nights.
- More drawings for door prizes and additional incentives geared toward students will be given at school meetings for parents (no homework passes, participation certificates, etc.). *Principal, Blanca Ramirez (parent coordinator), Parent Association*
- Meals and child activity stations will be provided at parent meetings to make them more accommodating. *Parent Association, Blanca Ramirez (parent coordinator)*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - o Funding has been allocated for travel and supplies for those parents of STH students in need,
 - o Per session guidance counseling in place to support their social-emotional needs by F Status Guidance Counselor and two-day per week social worker.
 - o Parent Workshops on: Reading and content areas, Peer Mediation, Anti-Bullying, technology, Health and nutrition

Workshops provided by teachers, ESL Teacher, parent coordinator, principal, CBOs, OmniLearn, SBST, Woodhull Hospital Nutrition Center and FDA Healthy Snack Programs

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> ○ Guided reading instruction ○ Repeated reading ○ Foundations ○ Wilson Reading ○ Breakthrough through Literacy ○ Lexia Programs ○ mClass Burst ○ Kaplan 	<ul style="list-style-type: none"> ○ Small group instruction ○ One on one instruction 	<ul style="list-style-type: none"> ○ During the school day ○ During extended-time ○ After school
Mathematics	<ul style="list-style-type: none"> ○ Intense hands on instruction ○ Use of manipulatives ○ ST Math ○ Repeated reading ○ Word problems/ key words ○ Math drills ○ Kaplan 	<ul style="list-style-type: none"> ○ Small group instruction ○ One on one instruction 	<ul style="list-style-type: none"> ○ During the school day ○ During extended-time ○ After school
Science	<ul style="list-style-type: none"> ○ Guided reading instruction 	<ul style="list-style-type: none"> ○ Small group instruction ○ One on one instruction 	<ul style="list-style-type: none"> ○ During the school day

	<ul style="list-style-type: none"> ○ Repeated reading ○ Vocabulary building ○ Hand on tools 		
Social Studies	<ul style="list-style-type: none"> ○ Guided reading instruction ○ Repeated reading ○ Vocabulary building 	<ul style="list-style-type: none"> ○ Small group instruction ○ One on one instruction 	<ul style="list-style-type: none"> ○ During the school day ○ During extended time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> ○ Small group ○ 1:1 counseling 	<ul style="list-style-type: none"> ○ During the school day ○ During extended time

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All teachers have and will continue to receive professional development in the following areas:

- **Differentiation of instruction/Tiered Learning Activities**
- **K-3: Award Reading Program**
- **G. 2-5: ST Math) Mind Research, Inc.)**
- **Designing Coherent Instruction**
- **Deepening of questioning and discussion techniques**
- **Engaging students in learning**
- **Using formative Assessment in Instruction**
- **Reflecting on Teaching**
- **Maintaining Accurate Records**
- **Professional and Instructional Collaboration**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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. In September of each year, this contract is distributed to all parents.

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 will 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 prompting 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.

Title I Parent Involvement Compact/Policy

- 1. The Edward Bush School for Leadership ~ P.S. 18 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:**
 - Involve Parents in the School Leadership Team
 - Involve more parents in the PTA decision-making process
 - Involve Parents in workshop for Learning Environment Survey
- 2. Edward Bush School for Leadership ~ P.S. 18 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:**
 - Discuss with the School Leadership Team (4 or more parent members)
 - Discuss at PTA Meetings
 - Develop a parent survey
 - Review each September
- 3. Edward Bush School for Leadership ~ P.S. 18 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:**

ACTION PLAN

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

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

Parents as Teachers

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

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

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

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

its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

ACTION PLAN:

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

ACTION PLAN

- Parent Workshops for Grades K-5 will be provided by staff and consultants on content standards
 - What does the Grading Rubric: 1, 2, 3 and 4 mean? What does the student work on each level look like?
 - What are the Promotional Criteria/Standards for each Grade
 - What parent need to do to help their child/ren be successful in school and meet Promotional Standards
 - What questions should parents ask their child/ren's teachers about student work and instruction
 - Parent will be notified of, and recruited for, off-site workshops, conferences and/or classes that focus on any of the aforementioned;
 - Materials, i.e., books, hands-on materials for math and science will be purchased by the school as needed.
- b. Edward Bush School for Leadership ~ P.S. 18 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

ACTION PLAN

As part of the Parent Survey developed by the School Leadership Team and distributed to parents three-times per year: September, February and June, the survey will include a list of workshops in which parents may have interest. In addition, space will be provided for parents to write in additional topics of interest, i.e. ESL. Workshops on literacy, oral

language development, the importance of phonemic awareness, read-alouds, using technology, Everyday Math, state and citywide assessments, Magnet Focus, etc., will be provided by school and/or Regional staff.

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

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

ACTION PLAN

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

- Overall School Tone and Talk
 - Respect each child and parent as an individual, and celebrate growth, as well as support needed areas;
 - Respectful and non-condescending interactions with parents
 - Professional development provided for teachers and staff that focus on:
 - Academic Intervention
 - Differentiated Instruction
 - Referral Process (When applicable)
 - Responsive Classrooms
- d. Edward Bush School for Leadership ~ P.S. 18 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

ACTION PLAN

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

ACTION PLAN

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

ADOPTION

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

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012–13

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal Karen Ford	Assistant Principal N/A
Coach Frances Michalakos	Coach N/A
ESL Teacher Avinash Pancholi	Guidance Counselor
Teacher/Subject Area John Werner/Data Specialist	Parent Maria Simone
Teacher/Subject Area type here	Parent Coordinator Blanca Ramirez
Related Service Provider	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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	0	Number of special	0	Number of teachers of ELLs	17

teachers with bilingual extensions		education teachers with bilingual extensions		without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	1	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	182	Total Number of ELLs	37	ELLs as share of total student population (%)	20.33%
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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. 

Paste response to questions 1–6 here **PART II IDENTIFICATION PROCESS**

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

All newly admitted students whose HLIS indicate a home language other than English are administered LAB-R within 10 days of enrollment. All Spanish-speaking new entrants, who score at or below the cut scores on the

LAB-R, are administered Spanish LAB to determine language dominance for planning in providing the ESL services.

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

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

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

For students transferring to P.S. 18 from other New York schools, the ESL teacher immediately reviews student records on ATS and ARIS to determine if the student has already been found eligible for ELL services. Hence, the school does not have to wait for cumulative paper files to arrive before scheduling the student for services.

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

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

For new ELL students, P.S. 18 makes a concerted effort to inform parents of the program choices available in New York City, the locations of the available programs, and the differences among the programs. As soon as new ELL students are identified, their parents are sent a letter in English and the home language inviting them to an Orientation for Parents of New ELLs where the programs are described in detail, a video produced by the New York City Department of Education is viewed, and questions are invited. The meeting is hosted by the ESL teacher and the parent coordinator. The parent survey is distributed at the end of the meeting, and parents are invited to choose a program. Parents who cannot attend the meeting are invited to discuss the choices personally with the parent coordinator or the ESL teacher. The ESL teacher makes sure that all parents of new ELLs make informed choices and fill out the survey.

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

Part III: ELL Demographics

A. ELL Programs

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

K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>
6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
				12	<input type="checkbox"/>						

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	1	1	1								9
Total	2	2	2	1	1	1	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	37	Newcomers (ELLs receiving service 0-3)	28
		Special Education	6

Number of ELLs by Subgroups					
		years)			
SIFE	3	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	28	3	5	9	0	1				37
Total	28	3	5	9	0	1	0	0	0	37

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0													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	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish			0		0		0		0		0								0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other									1										1	0
TOTAL	0	1	0	1	0															

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

Native American: ___

White (Non-Hispanic/Latino): ___

Other: ___

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	8	7	7	6	4								36

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	4	8	7	7	7	4	0	37						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

least restrictive environment?

Paste response to questions 1–7 hereart IV : ELL Programming

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

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

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

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

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

Those students who still need further assistance are provided additional support by the ESL teacher in a small-

A. Programming and Scheduling Information

group set up during pull-out and/or mandated extended-time tutoring. The ESL teacher regularly confers with homeroom teachers to share academic needs of ELLs, areas where ELLs need extra help, so that other teachers can also provide continued support to ESL students. Additionally, the strategies especially which ELLs find challenging to understand and implement during reading, writing, and listening parts of ELA, are discussed and demonstrated during professional development sessions.

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

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

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

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

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

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

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

A. Programming and Scheduling Information

the school. The ultimate goal is to make them independent, life-long learners who can apply their skills for higher studies and real life situations.

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

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

All teachers are involved in providing support to the ELLs. If student is struggling, the ESL Teacher presents the case study of the student at the monthly Academic Intervention Services (AIS) team meeting. The team discusses student work samples documenting the needs/concerns, and a plan of action is developed for the ELL in question. If the ELL needs an additional support in a particular area of study, an academic plan specifying strategies to help the student is suggested and both the ESL and Academic Intervention providers (A.I.S.) adhere to the Instructional plan, and monitor progress. Depending on the needs/concerns of the student, other professionals may be are invited to contribute to the plan, and a parent conference is made with the ESL and classroom teacher.

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

If student continues to struggle and cannot perform on approaching grade level, a parent conference is convened

A. Programming and Scheduling Information

by the principal to discuss the concern/need of the ELL. Those invited to the conference may include classroom teacher, ESL service provider, and other members of AIS team and guidance counselor, if necessary. Subsequently, if more support is needed, with parent/s in agreement (Letter of Request), a referral is generated by the SBST to follow up the case. Based on the evaluation outcome, an EPC (Educational Planning Conference) is convened with the input from the parents, SBST, ESL and classroom teachers.

Parents are invited to discuss and share the plan and seek their consent to authorize the school to implement the plan to provide proper services to the ELL. If the parents agree, then the ELL is promptly provided the necessary services by the appropriate provider, as well as to continue with ESL services.

The instructional delivery at PS 18 is learner-centered. The school is making every effort to tailor instruction and activities to meet the needs of its students, with an added attention being paid to the ELL population. With a wide variety of choices we provide, every child who comes to our school has an opportunity to learn and for a potential to show all around growth.

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

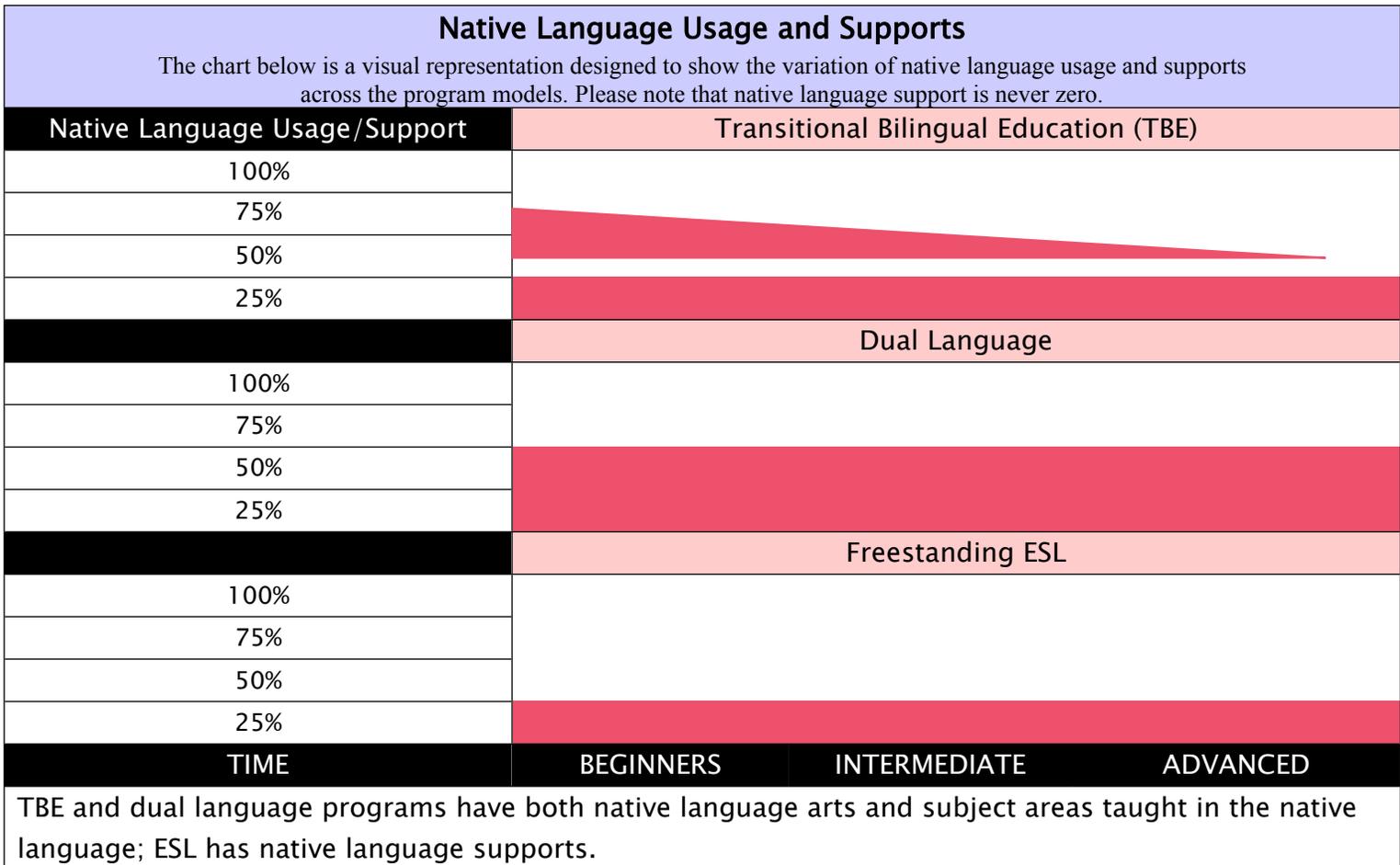
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language				
Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8–17 here ords; picture and photo cards to help understand words and concepts in science, math and social studies.

Paste response to questions 5–14 here

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

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

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

meaningful contribution of the group.

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

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

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

9. The ELLs who tested out of the ESL program as they reached proficiency on the NYSESLAT, are provided continued transitional support in academic language development. While pushing-into classes, the ESL teacher provides an adequate support to the former ELLs in terms of explaining concepts and terms to them. Former ELLs are also provided an additional support during test prep sessions for them along with the current ESL students. Former ELLs are invited to participate in all during and after school activities such as song and drama for language development. Over the past six years, a large number of former ELLs have participated and benefited from such activities.

The former ELLs are provided all mandated testing accommodations including listening selection on the ELA test read to them three times, separate testing location, additional time to finish the test.

12a. All ELLs are afforded equal access to all curricular and extracurricular programs. ELLs are invited to participate and encouraged to perform at academic and enrichment activities during and after school. All students, including ELLs overwhelmingly sign up for a wide variety of activities where they get opportunity to learn, share and acquire new skills, their talents and hone their skills in various areas. ESL students join all the educational trips and are among active members in various activities such as Mediator program, chorus, violin and instrumental music instruction program at PS 18.

13a. Instructional materials and technology used to support ELLs include: computer aided instruction in math

(Mind math), Award Reading program with listening, visual and reading aids on the computer; Leapad and Leapfrog electronic books to boost listening and decoding/ reading comprehension skills for new comers, new immigrants, SIFE and struggling readers. Interactive books providing instant feedback and gratification, sight words, the letters of the alphabet, word and link and learn cards and games, magnetic letter boards for practicing sight words; picture and photo cards to help understand words and concepts in science, math and social studies.

13b. and 14. PS 18 has content area texts in math, science and social studies for all students including ELLs. Our classes have an adequate stock of high interest reading material in each class library. Language development support materials include books with learner-centered lessons, activities to practice the rules of grammar, story elements and writing mechanics. All students including ELLs are afforded easy access to dictionaries, grade appropriate word books, picture dictionaries and thesaurus and other language learning books and tools to help sharpen their reading and writing skills.

Although, PS 18 does not have a bilingual program, we do have texts in math, science and social studies and books in native language to enable new immigrants to make a connection to their knowledge base in their first language and make a smooth transition into English and help them understand concepts in content areas.

15. All required services including ESL small group instruction, related services for ELLs, and resources, are tailored to meet with the needs of ELLs. The materials including learning aids, technological tools used and texts correspond to ELLs' age and grade levels. In order to promote academic language and content area vocabulary, appropriate material is available under ESL program and in classrooms.

The students are grouped heterogenously appropriate to their age and grade level so that they benefit from mutual interactions with their peers and feel comfortable to participate in all activities to promote language development.

Picture dictionaries, bilingual picture/word books and vocabulary cards and games are used to help SIFE and new immigrants hard to grasp concepts in content areas.

16. In order to assist newly enrolled ELL students at PS 18 in the beginning of the school year, we make every effort to make them feel welcome to the ESL program. These steps include: A. For those students who are in the school system for the first time, we help them make a smooth transition from home and/or daycare situation to the full day school by teaching them survival English essential for their day-to-day activities using TPR and similar easy-to-follow activities. B. In order to help them feel comfortable, the ESL teacher initially pushes-into their classroom introduces himself and works side by side individually/small group with new ELLs. C. Manipulatives used include: picture books, cards with pictures and words of school objects, activities and basic rules, magnetic boards with the letters of alphabet games, picture cum sound books providing instant feedback for simple responses, leapfrog electronic books with sight words and familiar objects in everyday life and school; D. For ELLs entering 2nd and higher grades content areas picture dictionaries, vocabulary cards, bilingual picture dictionaries

are used. E. Before the first day of the school for students; (i) We prepare our classrooms and the ESL area by labeling objects and making a word wall with sight and school words, and the rules and routine for students. (ii) The ESL teacher presents to the staff some of the strategies and tips for helping new and prospective ELLs at the professional development scheduled for faculty conference days before students come to school.

17.

As an elementary school, we do not offer foreign languages or language electives.

13b. and 14. PS 18 has content area texts in math, science and social studies for all students including ELLs. Our classes have an adequate stock of high interest reading material in each class library. Language development support materials include books with learner-centered lessons, activities to practice the rules of grammar, story elements and writing mechanics. All students including ELLs are afforded easy access to dictionaries, grade appropriate word books, picture dictionaries and thesaurus and other language learning books and tools to help sharpen their reading and writing skills.

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boards with the letters of alphabet games, picture cum sound books providing instant feedback for simple responses, leapfrog electronic books with sight words and familiar objects in everyday life and school; D. For ELLs entering 2nd and higher grades content areas picture dictionaries, vocabulary cards, bilingual picture dictionaries are used. E. Before the first day of the school for students; (i) We prepare our classrooms and the ESL area by labeling objects and making a word wall with sight and school words, and the rules and routine for students. (ii) The ESL teacher presents to the staff some of the strategies and tips for helping new and prospective ELLs at the professional development scheduled for faculty conference days before students come to school.

17.

As an elementary school, we do not offer foreign languages or language electives.

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1–3 here D. PD and support for school staff

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

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

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

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

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

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

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

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

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

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

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

Additionally, on Thursdays, our CFN Instructional specialists

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

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

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

The programs to further assist ELLS and former ELLS include:

1. LEXIA after school program to strengthen reading skills of ELLS and former ELLS in grade 3.
2. Drama and language development program by Sing for Hope.
3. After school programs to help ELLS improve their skills in ELA and Math.

The ESL teacher regularly attends Professional Development sessions offered by the BAO and Community Learning Support Organizations. The school will include subject area teachers, paraprofessionals, guidance counselors and secretaries in all staff development. We will work side by side with secretary as new initiatives and policies are developed concerning admissions, discharges, and paperwork. We will provide workshops for teachers i.e. analyzing NYSESLAT data and its implications for planning instruction, strategies to scaffold ELLS, how to combat test-taking anxiety, NYSESLAT format and modalities, how to provide support to long-term ELLS, how to promote language development skills especially for SIFE and new immigrants.

The 7.5 hours of training for all staff including non-ELL teachers provided by ESL teachers, outside CFN and educational consultants as per Jose P. All agnedas, sign-in sheets and minutes of the meetings are kept by ESL teachers and principal in the main office.

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?

Paste response to questions 1–4 here E. Parental Involvement: The ESL teacher and the parent coordinator hold meetings with parents of newly admitted ELLs to describe services, distribute the program preference surveys and introduce themselves to the parents, with whom they maintain frequent contact. During Parent–Teacher conferences, the ESL teacher invites parents of ELLs to meet with them as well as classroom teachers to discuss ways for language development for newcomers and how to help ELLs acquire academic language in content areas. ESL teacher and the parent coordinator are regularly available to consult and support with the parents of ELLs for middle school transition. We offer parent workshops, middle school visitations and assistance in filling out the choice forms to facilitate smooth transitioning for our graduating fifth graders.

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

Workshops: i.e.:

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	6	2	1	1	1								14
Intermediate(I)	0	1	3	5	1	0								10
Advanced (A)	1	1	2	1	5	3								13
Total	4	8	7	7	7	4	0	0	0	0	0	0	0	37

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	1	1	0	1							
	I	4	1	0	0	0	1							
	A	3	4	2	1	2	2							
	P	2	4	5	7	2	3							
READING/ WRITING	B	7	2	3	0	0	1							
	I	1	2	3	3	0	1							
	A	1	3	2	5	3	1							
	P	0	2	1	1	1	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3	3		8
4		4			4
5	3	4			7
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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	2		4		3				9
4	0				3			1	4
5		1	2	2	2				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					1		2	1	4
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

Paste response to questions 1–6 here We use WRAP assessment, ECLS–2, Breakthrough to Literacy, to plan instruction for ELLs. Resulting data is used to scaffold students.

The results of LAB –R reveal that many of our newcomers are deficient in phonological and phonemic awareness as well as idioms related to cultural experiences.

Each year, NYSESLAT data is compared with ELL student scores on state ELA, math, science and social studies tests. In the past school year, 2011–12, NYSESLAT data has matched the trend of previous years at P.S. 18: students generally obtain high scores in the listening/speaking modalities, but lower scores in reading and writing. These results drive instruction, with ESL teachers focusing more on reading and writing than oral skills. A variety of ESL strategies including CALLA are utilized to teach writing mechanics and reinforce rigor and promote understanding academic language and using proper sentence structure.

Results of the ELL Periodic Assessments are regularly discussed by the Data Inquiry team.

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Results of the ELL Periodic Assessments are regularly discussed by the Data Inquiry team. The school The school has obtained a series of books and listening CDs designed to strengthen the specific skills tested by the Periodic Assessments and the NYSESLAT. The use of these materials will be intensified in the coming year to address students' specific weaknesses.

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Additional Information

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

Paste additional information here

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Part VI: LAP Assurances

School Name: P.S. 18

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Ford	Principal		1/1/01
	Assistant Principal		1/1/01
Blanca Ramirez	Parent Coordinator		1/1/01
Avinash Pancholi	ESL Teacher		1/1/01
	Parent		1/1/01
John Werner	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
	Other		1/1/01
	Other		1/1/01

School Name: **P.S. 18**

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

Note: This form is in triplicate in English and Spanish
Edward Bush Magnet School - P.S. 18
Parent Intake Form

Date _____

Student Name _____ **Grade** _____ **Teacher Name** _____

Parent/Guardian Name _____ **Phone #** _____

Cell # _____ **Email Address** _____

Best Time of day to contact you: ___ **Morning** ___ **Afternoon** ___ **Evening**

Please check the area/s of concern below and enter a written description of the nature of your concern and/or issue. Please be as specific as possible.

- ___ **Discipline**
- ___ **Academic**
- ___ **Social/Psychological**
- ___ **Transportation**
- ___ **Breakfast/Lunch**

- ___ **Academic Intervention**
- ___ **ELLS**
- ___ **Enrichment Programs**
- ___ **Morning Mandated Tutoring**
- ___ **Other**

Description: _____

You will receive a written response within 48 hours (2 days) of the submittal of this form from one of following members of the P.S. 18 Staff:

- | | |
|----------------------------------|---|
| ___ Parent Coordinator | ___ Classroom Teacher |
| ___ Guidance Counselor | ___ School Secretary |
| ___ School Psychologist | ___ Attendance Coordinator Aide |
| ___ School Social Worker | ___ Lunch Payment Coordinator Aide |
| ___ AIS Teacher _____ | ___ Assistant Principal (ATR) |
| ___ Resource Room Teacher | ___ Principal |

For Office Use Only: Resolution/Outcome of Complaint ___ 1st ___ 2nd ___ 3rd

Date Resolved _____ **Time** _____ **Signature** _____

Circle One:

Method of Communication: **Email** **Telephone** **In-School Meeting** **Back-Pack Letter**

2012-13 Comprehensive Education Plan (CEP)

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: <u>Edward Bush</u>	DBN: <u>14K018</u>
Cluster Leader: <u>Douglas Knecht</u>	Network Leader: <u>Lucile Lewis</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III program is aimed at increasing English language proficiency and academic achievement of the ELLs . Research shows that additional support services and enrichment programs offered during and after school help improve academic performance and assist in an all round growth of students. Our after school academic enrichment classes for ELLs in Grades 1-5 will provide opportunities for reading and writing, using science and social studies materials as an impetus for project-based studying and writing. The program will also afford students an opportunity to improve their grammar through songs, chants and communicative activities. In 2012-2013, one ESL teacher with state and city ESL certification in ESOL will provide service to 30 English Language Learners in Grades 1-5, including four newcomers who recently arrived in the United States and two of them are absolute beginners in English. The first program, Sing for Hope, which runs on Fridays, started on October 26, 2013 and ends June 12, 2013. The enrichment program, Monday-Wednesday is scheduled to begin January 7, 2013, and will continue until June 2013. Sing for Hope runs from 3:00 p.m. to 4:30 p.m. The enrichment program will run from 3:00 p.m. to 4:30 p.m.

The after school enrichment program is aligned with the NYC Core Common Learning Standards and the NYS Core Common State Standards that focus on enhancing the students' knowledge of content areas such as social studies, science and math along with language development and writing component. The enrichment program on Mondays - Wednesdays, will provide students in grades 3-5 opportunities to improve their reading, writing, grammar and Math. The students will be divided into two groups every day for instruction. On Mondays, Mr. Formato, common branch teacher will teach Math to the students from 3:00 p.m. to 3:45 p.m. The students will then see Mr. Pancholi, the ESL teacher, from 3:45 p.m. to 4:30 p.m. for ESL instruction. The pattern will continue on Tuesdays and Wednesdays with Ms. Love for Reading and Ms. Michalakos for Writing. P.S. 18 is planning to continue its partnership with Sing for Hope, Inc. which employs theater arts to enrich literary skills through songs, chants and communicative activities. Students participate in imaginative theater exercises and use material from their daily lives to develop short sketches, plays, raps and songs. The program builds language skills through text representation, schema building and engagement (Walqui, Sheltered Instruction, 1993). It will culminate into a production presented to parents and classmates. The ESL teacher works with the Sing for Hope educator on Fridays from 3:00 p.m. to 4:30 p.m. These programs for students have been very successful in providing additional opportunities for ELL students in Grades 1-5 to participate in language acquisition instruction and opportunities through hands-on activities involving songs, rhymes, poetry and writing. The program is designed to allow young children to learn English in a low-anxiety setting, the best environment for second-language acquisition (Krashen, Schooling and Language-Minority Students, 1981).

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: About 20 percent of our students are ELLs. Additionally, about 10 percent of our students are former ELLs. The ESL teacher will provide professional development to teachers about the latest researched based strategies to help our ELLs succeed. The ESL teacher attends and will continue to attend Professional Development sessions offered by the CFN. The ESL teacher also attends meetings offered by the DOE. He turnkeys and holds professional development sessions within the school attended by classroom teachers, subject area teachers, paraprofessionals and guidance counselors. The topics for in house professional development workshops for teachers include: analyzing NYSESLAT data and its implications for planning instruction for the ELLs, strategies to scaffold instruction for language acquisition, understanding academic language used in content areas, especially for newcomers, SIFE and long-term ELLs. In house PD sessions are generally an hour long. They are scheduled during the first Thursday of each month after school. Mr. Pancholi meets with the 4th and 5th grade inquiry team every Thursday morning to discuss the progress of ELLs and former ELLs. The focus is Vocabulary, enhancing instruction with academic vocabulary, and examining writing strategies. Support personnel from the CFN will also hold PD sessions covering strategies for academic success of ELLs and related topics.

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: The after school programs at our school are enthusiastically supported by the Parent Teacher Association. Parents are notified of the programs, and content, as well as their duration, through notices in the appropriate home languages. The ESL Teacher, Parent Coordinator and Parent Association collaborate to develop a Parent Survey, inviting parent input on after school programs and associated parent workshops. Parents are invited to visit classes, parent conferences, concerts and presentations. Parents are encouraged to attend meetings and voice their opinions about the programs offered and how well they support their children.

The school will offer workshops specifically for parents of English Language Learners. We have partnered with a company called OmniLearn to provide workshops for parents and students in grades 2-4. This workshops will occur once a month for an hour beginning in January and ending in May. In addition to OmniLearn's staff, the ESL teacher and the Parent Coordinator will facilitate the workshops. OmniLearn provides hands-on experiences for participants. Parents and students will gain academic vocabulary and content knowledge. Science is a great tool for instructing ELLs because of the background knowledge and the cognates for the Spanish speaking individuals.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$0

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	<u>\$11,200.00</u>	