



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PARK TERRACE EARLY CHILDHOOD

DBN: 06M018

PRINCIPAL: CONNIE MEJIA

EMAIL: CMEJIA4@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELSA NUNEZ**

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
Connie Mejia	*Principal	
Coral M. Zayas	*UFT Chapter Leader	
Jennifer Ramos	*PA/PTA President	
Aldeira Jerez	Member/Representative for teachers grades 5-8	
Carmen Fernández	Member/Representative for teachers grades K-4	
Tabitha L. Lopez	Staff Member/SLT Chairperson	
Afortunada Fernandez	Member/Representative for parents grades 3-5	
Cristina Javier	Member/Representative for parents grades K-2 and Special Education	
Berenice Ramirez	Member/Representative for parents grades 6-8	
Enolia J. Fernandez	Member/Representative for parents grades 3-5	

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.

** Signature of constituent only indicates participation in the development of the CEP, not approval.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, at least 60% of the students in grades K-2 will reach proficiency levels on the reading accuracy and decoding sections of the ECLAS 2 exam up from the current 50%.

Comprehensive needs assessment

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

- E-Clas 2 results from ARIS School year 2011-2012. Test administered January 23, 2012 and March 19, 2012.
- Rigby Running Records
- Reading Comprehension and Persuasive Writing
- Teacher baseline assessments on incoming third grade (first time test takers)

Instructional strategies/activities

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

Strategies to increase parental involvement

- K-2 parent representative on the School Leadership Team will be responsible for dissemination of information to parents.
- The school will supply resources for parents via flyers, materials, workshops, etc.
- PS/IS 18 will encourage parents to attend our Network parent conferences.
- Literacy, Inc.-LINC parent involvement through literacy-professional development for Kindergarten parents provided by the Kellogg Foundation.

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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

Service and program coordination

- Inwood Coalition
- Literacy Coach

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, all students in grades 3-8 will move up two levels as measured by a 4 point rubric on informational writing assignments and monitored 3 times during the school year.

Comprehensive needs assessment

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

- Student writing samples that were shared at Inquiry and common planning sessions.
- Students across grade levels will focus on informational writing across content areas.
- As we develop a informational writing rubric per grade, each grade will use a 4 point rubric to assess and comment on student work.
- Development of a school wide rubric.
- A writing assessment to be proctored three times a year.
- Monthly writing assessments based on units of study.

Instructional strategies/activities

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

Strategies to increase parental involvement

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

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 _____ Title IIA _____ Title III _____ Grants _____ Other

Service and program coordination

- Teacher team meetings aligned to CCLS-planning and preparation
- ISP-The presence of a second instructional support provider (ISP) as the item skills analysis in literacy is received to form instructional learning groups based on data results. Teachers focus on the current unit of study but also focus on guided reading strategies to address struggling students-those that have not met the benchmarks in literacy.
- Literacy coach

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, we will engage in the creation and implementation of a school wide discipline policy (code) to address student behavior, school wide expectations and address elements of CCSS-college and career readiness.

Comprehensive needs assessment

- In-house reports generated by our school dean.
- I-log entries for at risk counseling as generated by our school guidance counselor.
- Parental requests for at risk counseling to address issues such as impulsivity, anger management and healthy decision-making.
- Results from teacher generated section sheets in grades 5-8.
- In-house reports generated by school intervention team.

Instructional strategies/activities

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

- Peer to peer counseling.
- Parent meetings.
- Workshops for teachers, parents and students will be provided.
- The comprehensive conflict resolution plan will also address the need for civic responsibilities and implementation of problem solving strategies aligned to the Common Core State Standards on college and career readiness.
- Assemblies on behavioral expectations and school-wide policies.
- Involvement of Student Council representation in meeting/planning sessions (grades 4-8)

Strategies to increase parental involvement

- Dissemination of information to parents by members of the School Leadership Team.
- The school will supply resources for parents via flyers, materials, workshops, etc.
- PS/IS 18 will encourage parents to attend our Network parent conferences.
- In-house Progress Report delivered to parents mid-year (January) in order to build on parent communication.

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 Title I Title IIA Title III Grants Other

Service and program coordination

- Inwood Coalition teaches students and parents conflict resolution.
- Dean of students
- Assistant Principals

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, a committee of math teachers across grades will create a 4 point rubric to measure open ended response to be measured a minimum of 2 times during the school year.

Comprehensive needs assessment

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

Instructional strategies/activities

- Change in state math assessments now require extensive open ended responses, end of unit tests identified weakness in this area.
- Math teachers across grades will join to align the curriculum with CCSS and identify areas of need.
- Building number sense by creating tables
- Using estimation in problem solving.
- Writing number sentences to display thinking and application of knowledge to real life experiences and process used to breakdown word problems.
- Illustrate thinking through organizers.
- Teachers will be scheduled to create a 4 point rubric for open-ended responses-Teacher created.

Strategies to increase parental involvement

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

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 _____ Title III _____ Grants _____ Other

Service and program coordination

- Math coach
- Assistant Principal

ACADEMIC INTERVENTION SERVICES (AIS)

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	<p>Reader’s and Writers Workshop</p> <p>Extended Day</p> <p>Instructional Support Provider- The presence of a second instructional support provider (ISP) as the item skills analysis in literacy is received to form instructional learning groups based on data results. Teachers focus on the current unit of study but also focus on guided reading strategies to address struggling students- those that have not met the benchmarks in literacy.</p> <p>Areas of Focus:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Reading Fluency • Informational writing • Persuasive writing • Building comprehension 	<p>Classroom, (K-8)</p> <p>Small group (K-8)</p> <p>Small group, pull-out (K-8)</p>	<p>During the school day literacy block, 90 minutes</p> <p>During the 37.5 minutes allotted for students in need of intervention at the end of the school day</p> <p>During the school day</p>

	<p>Waterford Early Reading Program provides a complete language arts curriculum for Kindergarten students, covering crucial skills like phonemic awareness, phonics, text comprehension, vocabulary, print concepts, readiness skills, writing, and oral fluency.</p> <p>Reading Reform is a reading and writing program. Students are taught the written form of the sounds of English, which they then put into words. This program teaches students the approximately two dozen spelling rules that govern English. The students also learn to examine words for their roots and meanings, allowing for more thoughtful reading and better comprehension.</p> <p>Estrellitas- Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English.</p> <p>Treasures- Literary curriculum aligned to the CCLS. This curriculum comprises the literary elements aligned to the ECLAS2</p>	<p>One-to-one instruction via a computerized program for our Kindergarten students</p> <p>Whole group instruction for Kindergarten, First and Second grade</p> <p>Whole group instruction for Kindergarten</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p>
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	Step up to writing -A writing program, which includes scaffolding and guided practice. Aligned to the TC workshop	Whole group instruction, 3-8	During the school day
Mathematics	Math Workshop - Extended Day - Follows Math Workshop model, which includes a mini-lesson where the classroom teacher models strategies. Teacher looks at the five strands in mathematics using item skills analysis to create instructional groups as part of addressing student needs.	Classroom, (K-8) Small group	During the school mathematics block, 90 minutes During the 37.5 minutes allotted for students in need of intervention at the end of the school day
Science	Students are engaged in higher level thinking questions as groups are formed based on the data results from ELA item skills analysis. The new writing initiative will be implemented across content areas. Teachers are also focusing on using the writing skills tracking system will monitor writing in science as per each grade unit.		

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

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.

1. Instruction by highly qualified staff.

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

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

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

Supervisors and staff developers conduct workshops on differentiated instruction and higher level questioning during grade conferences, faculty conferences, and staff development days, professional development sessions and during professional periods. In addition, teachers meet in study and research groups to discuss and/or research specific issues or questions that promote developing best practices. During weekly professional periods, staff meets to discuss and implement ideas on leveled classroom library books, developing management systems, the creation of learning center activities, and implement, plan and write guided reading lessons. Another research-based strategy is intra-visitation; that is teachers are encouraged to visit and observe in other teachers' classrooms so as to learn and benefit from others' expertise and experiences. To foster differentiated instruction and higher level questioning in literacy, the school staff developer, literacy coach, mathematics coach, and administrators provide training the peer coaching model (demonstration lessons and observation). We have created model classrooms for each (K-6) where "best practices" in early childhood/explicit teaching model can be observed. P.S./I.S 18M provides staff development and computer access to enable faculty to integrate technology and deliver effective instruction. Parents are also provided the opportunity to attend technology workshops.

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

The Parent Coordinator works with the Parent's Association to conduct a Parents' Need's survey, and then meets with appropriate school site personnel to develop and implement an ongoing series of workshops that address the identified needs. All correspondence for workshops and activities translated into parent's native language.

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

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

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

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

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

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

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

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

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

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

quality instruction. It also ensures that teachers have a solid understanding of literacy and how to teach literature using a balanced literacy approach.

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

- Conduct yearly Parents' Association elections for Executive Board Member positions.
- Conduct monthly Parents' Association meetings
- Provide monthly workshops for parents to support their child's education
- Participate in the Learning Leaders Program to train parent volunteers to assist in classrooms, in libraries, and on trips
- Distribute all notices in English and Spanish including calendars, letters and flyers
- Invite parents to Back to School Night and fall / spring Teachers and Parents Conferences
- Schedule meetings at various times during and after the school day to accommodate parent schedules
- Continue to work with C.B.O.s to provide ongoing workshops at the school and in the community.
- Mid year progress reports inform on student progress and goal setting.

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

This School- Parent Compact is in effect during school year 2012-2013

School Responsibilities

PS/IS 18 will:

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

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

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

Parent Teacher Conferences will be held November 2012 Teachers and parents will meet in the afternoon from 1:00-3:00 p.m., and in the evening from 5:00- 7:30 p.m. Conferences will also be held on March 2013 from 1:00-3:00 p.m. and from 5:00-7:30 p.m.

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

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

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

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

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

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

PARENT RESPONSIBILITIES

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

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

All students are provided with the opportunity to attend after school programs from September through May. Remedial and maintenance programs are offered in mathematics and literacy throughout the school year. AIS programs offer service to every student whose test history indicates that he/she is at risk or in need of remedial service. A pupil personnel committee meets bi-monthly to discuss the status of each student identified as being at risk of failure (socially, emotionally, or academically). Ongoing monitoring by administration and one-on-one conferencing with teachers is provided to ensure that each teacher is following mandates, and understands how to read student data to plan for specific student needs.

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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 06	Borough Manhattan	School Number 018
School Name Park Terrace			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

Identifying English Language Learners (ELLs) in School:

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

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

Program Choices for Parents:

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

Letters and Forms:

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

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

Student Placement:

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

Trends in Program Selection:

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

Aligning our Program with Parents' Requests:

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

Part III: ELL Demographics

A. ELL Programs

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

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

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English/Spanish

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

ELL Program Breakdown														Total #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	2	2	2	2	2	2					18
Freestanding ESL														
Self-Contained														0
Push-In				2	2		2	2	2					10
Total	2	2	2	4	4	2	4	4	4	0	0	0	0	28

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

Delivering Instruction:

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

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

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

Staff Organization:

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

Language Development:

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

Differentiating Instruction for Subgroups:

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

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

A. Programming and Scheduling Information

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

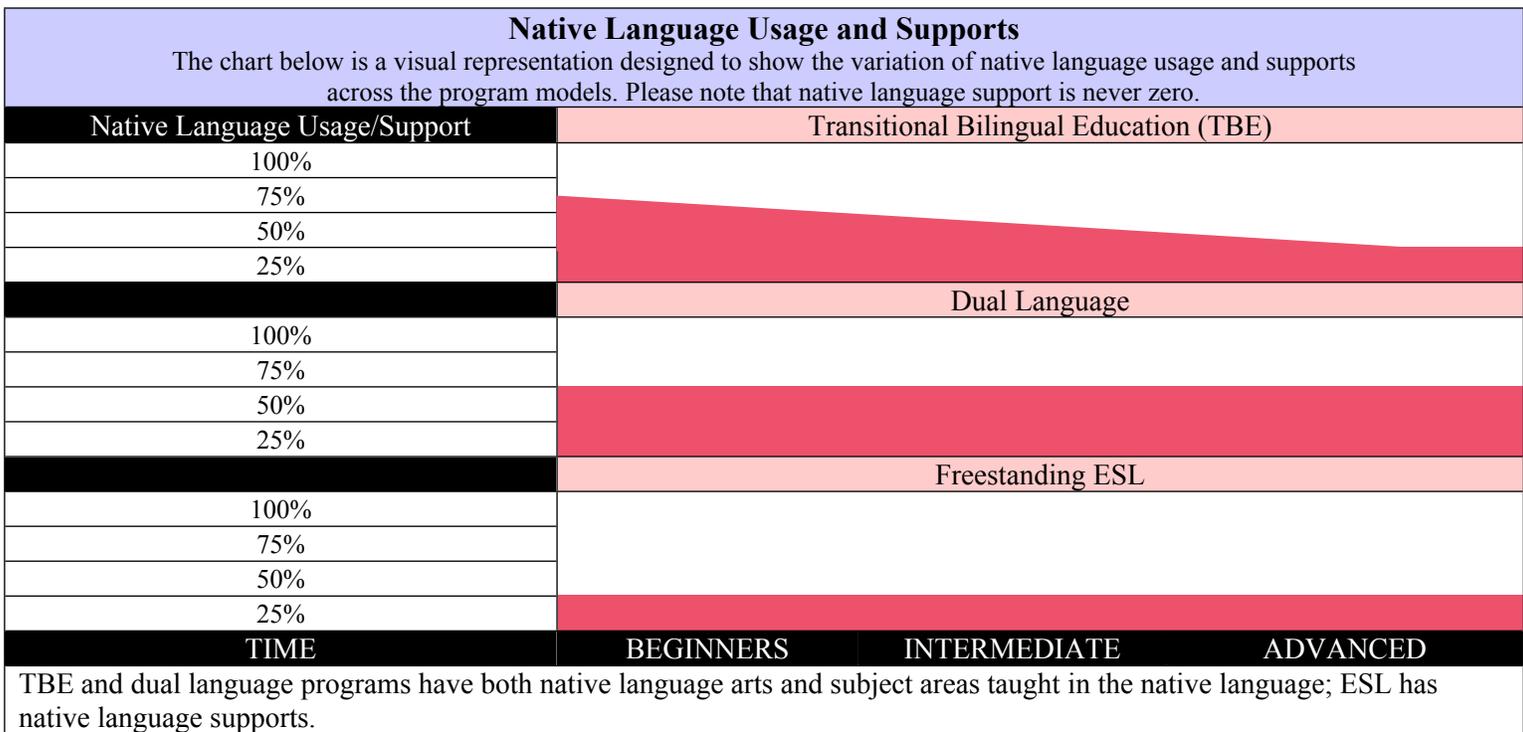
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Eng./Sp.			
Math:	Eng./Sp.			
Science:	Eng./Sp.			

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

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

Targeted Intervention:

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

Instructional Support Provider Models

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The SETTS teacher will work with students during the ELA period.

The Native Language Arts teachers are team teaching and they support each other in NLA.

Special Education classes

Grades 2nd , 3rd and 4th - The SETTS teacher pushes-in during the reading period.

Grades 6th, 7th and 8th - A paraprofessional will support students in writing with the supervision of a special ed. licensed teacher.

Newcomers- Newcomers receive similar intervention as SIFE. Teachers evaluate their students' levels in reading, writing, and math in order to recommend the appropriate services. The ISP may work with these students as part of their targeted group. These students are also invited to participate in our Title III after school and summer school programs. Although they are exempt from taking the ELA State Test for their first year in the country, teachers help students become familiar with testing procedures during extended day (37.5 minutes during Monday thru Thursday). All our students are entitled to SES services at their parents' request.

ELLs receiving services for 4-6 years- These students are invited to participate in our Title III after-school program for Intermediate and Advanced level ELLs. According to their academic development in the content areas, they may also be invited to other intervention or after school programs such as the Fun Club, extended day, Voyager, Read Well, Time for Kids Exploring Writing, Rewards Program, or SES programs.

Long-Term ELLs- These students usually struggle in many areas. Some have been identified as at-risk students in need of academic intervention services such as the ISP, extended day, Voyager, Read Well, Time for Kids Exploring Writing, Rewards Program, and Supplemental Educational Services (SES).

Special education ELLs- Besides having a licensed, Special Education teacher in the classroom, these students are also considered for intervention programs according to their individual needs and goals. These programs include the Time for Kids Writing, Rewards and Read Well programs. They may also participate in after-school programs such as Title III, the Fun Club, or SES programs.

Transitional Support:

After reaching English proficiency on the NYSESLAT, students are entitled to 2 more years of testing accommodations. As we are a dual language school, students will continue to receive instruction in both Spanish and English. This allows our students to continue developing literacy skills, content concepts, academic language and high level thinking skills through differentiation and scaffolding. At this point the program becomes an enrichment opportunity and teachers challenge students to continue achieving at high levels.

New Programs and Improvements:

We utilize Scholastic News to support informative/ persuasive and opinion writing in order to support language development for our ELLs.

Title III is also using new materials called Best Practices in Reading, which is a content-rich reading and writing program. The Fun Club was recently restructured in order to provide more homework help and a greater variety of activities which include yoga, forensic science, and a newspaper. We have new providers for our Supplemental Educational Services(SES) program. SES has been implemented focusing on all of our students as our school has been identified as SINI year 3 status in the area of English Language Arts. Our parents identified the programs:

Alternatives Unlimited -Grades K-2 (AU-Home/School) focuses instruction specifically in the mathematics and language arts content areas. AU provides purposeful, focused instruction that will help students achieve specific targeted goals aligned to the NYS learning standards.

Academic Advantage (AA-School- Grades 3-5) is among the largest tutoring program in the country. Services include English Language Arts (including reading) or mathematics. Each student's curriculum is individualized based on the child's needs.

All About Kids (AAK-Home/School) This tutoring offers small group services or one-to-one instruction in school or at home. Their curriculum includes reading comprehension, writing skills, basic and complex math, and testing skills. It is for all grades and targets ELLs and newcomers.

Achievers Enrichment Services (AES-School) It provides high quality research based, individualized instruction in school in the subject areas of English Language Arts and mathematics for grades 6-8.

Test Quest (TQ-Home tutoring- Grades K-8 including ELLs and Special Education) It provides extra academic help and instruction in ELA, mathematics and test preparation during non-school hours-after school, on the weekends, and during the holidays and vacations.

Champion Learning Center(CLC- Home) This program provides one-to-one home tutoring services to students in grades K-8. It provides the most individualized instruction possible with the convenience of being serviced at home.

101 Academic Tutoring (101AT- Home) It provides one-to-one home tutoring emphasizing reading, writing and math skills.

Read Well-We have also implemented a reading program for our first grade. Self-contained and SETSS student. This program provides explicit and systematic instruction in five areas: Phonemic awareness, phonics, comprehension strategies, vocabulary, and fluency.

We received additional funding for Title III Immigrant Fund Program. Supplemental services will start during the month of January through May 2012. It will address the needs of our newcomers/SIFE students who have been in this country for less than three years. It is based on student's needs and will be used for direct instruction in order to support English language development. The supplemental services will be provided before school hours by four Bilingual licensed/ESL pedagogues. The students will receive instruction three consecutive days (Tues., Wed., Thurs.) per week for an hour each day.

Equal Access to School Programs:

Our school has a large ELL and former ELL population. As we are a dual language school, most of our staff members are bilingual. Most of our programs are offered in Spanish and English. ELL students are part of every program we offer. From our reading program, to continue utilizing the 100 Book challenge materials, which has many levels of books available in either language, to our afterschool programs like the Fun Club, which is staffed with bilingual adults, and Title III which is offered at different ELL levels (a beginner group and an intermediate-advanced group by grade level), we always plan with our ELLs in mind.

Instructional Materials:

Most classrooms are equipped with Smart Boards and digital projectors in order to engage students with technology. More Smart Boards have been placed in the classrooms with the goal being that every student learns how to use them. This past year we purchased a package of interactive lessons for the Smart Boards that correspond to the ELA and Math performance indicators of each grade level. In addition, we have five computer carts with classroom-sets of laptops that can be accessed by teachers to promote student engagement and technological development. Classroom teachers have some desk-top computers in their classrooms. Mathematics manipulatives like pattern blocks, cubes, clocks, calculators, rulers, protractors, flashcards, and Everyday Math games are available in each classroom in order to facilitate comprehension and promote language experiences. Science kits are also available with materials for whole-class experiments and demonstrations. We also have a state of the art science laboratory. Students in the seventh and eighth grade, including the special education class (grades 6-8) regularly meet there and third and fourth grade classes are also scheduled to receive instruction there. Teachers also received new, social studies trade-book sets that correspond to their units of studies. All classrooms use the materials they have from 100 Book Challenge allowing students to select engaging books at their level as well as the workshop model for reading and writing.

Native Language Support:

As our school follows a dual language model, students receive 50% of their instruction in English and 50% in Spanish throughout the whole year regardless of their language proficiency. More support is provided for new arrivals and SIFE students as explained above. Special Education students who are in the self contained classes receive support as required by their IEP.

Services according to Ages and Grade Levels:

As our school follows a dual language program model, our ELLs are placed in heterogeneous language-proficiency classes. Students are taught according to their grade level standards, not their language level. Teachers differentiate instruction and may use homogeneous language groups within their classes for particular lessons in order to promote comprehension. Nonetheless, the curriculum materials are available in both languages by grade level.

Programs Before the Beginning of the School Year:

Our school does not offer a 'jump-start' program. However, we do offer Title III after school and summer school programs as well as many other supplementary services like the Fun Club and SES programs.

Language Electives:

Our school focuses on the development of Spanish and English. No other languages are offered.

C. Schools with Dual Language Programs

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

Instructional Time and Language:

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

Integration of EPs and ELLs:

Students are placed in heterogeneous classes and they remain with these classes throughout the whole year. ELLs and EPs remain together

for all content area instruction. Some activities may be differentiated by language levels by the teachers as needed.

Instructional Language:

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

The middle school (6-8) follows a 50-50 model that is composed of two-week cycles. Every content area is taught in Spanish for two weeks and then in English for two weeks. The classes travel together as they switch subjects.

The Special Education students who are in a self contained (12:1:1) setting are serviced by the licensed ESL teacher in accordance to their IEP requirements.

Emergent Literacy:

Literacy is developed simultaneously in both languages as students switch every other day.

D. Professional Development and Support for School Staff

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

Professional Development:

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

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

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

Staff Support:

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

The calendar for professional development is as follows:

Dates:/Tentative Dates:	Topics
09/07/11	Citywide Instructional Expectation and Frameworks to gauge quality practices
10/03/11	Analyzing our Characteristics of Instruction as we Focus on our Sub-Groups (ELLs)
11/08/11	Differentiated groups in Math and ELA - Looking at Data to increase student engagement
12/12/11	Creating units of study for ELA based on the Common Core State Standards and Guided Practice for our ELLs
01/12/12	Revisiting the Frameworks: Focus on Domain 3
02.09/12	Differentiation for our ELLs - Guided Practice focus
03/08/12	Language objectives for our ELL students
04/19/12	Rubric review Looking at the Math CCSS:/Another look at tasks
05/17/12	Guided Practice with sub-groups: ELLs, Students with IEPs
06/01/12	Setting the stage for our Guided Practice for ELLs - Next Steps

E. Parental Involvement

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

Parental Involvement:

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	6	2	4	9	8	4	0	33
8	0	2	2	9	4	3	0	0	20
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

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

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.

Early Literacy:

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

NYSESLAT Proficiency Levels:

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

Modalities:

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

Patterns across Proficiencies and Grades:

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

Half of our ELLs (51%) also scored at level 2 on the Math state test. Among students who tested advanced or proficient on the 2011 NYSESLAT, 6% scored level 1, 46% level 2, 44% level 3, and 4% level 4. Most of these students opted to take the test in English. Among students who tested at the beginning or intermediate levels on the 2011 NYSESLAT, 24% scored level 1, 58% level 2, 16% level 3, 2% level 4. Most of these students opted to take the test in Spanish or with a side-by-side translated version. As we transition into the Common Core Curriculum, we will implement tasks that emphasize conceptual understandings as well as procedural skills. We are also providing opportunities for students to express their mathematical understandings through increased writing in the content areas. Students who arrived recently to the country will also be pulled out during non-core subject classes or seen before and after school in order to support their mathematical development. Many of our students are also taking advantage of the SES programs offered at our school.

ELLs who took the Science test in English did better than those who took the test in Spanish. Among ELLs at the Beginning or Intermediate 2011 NYSESLAT levels, 33% scored level 1, 22% level 2, and 45% level 3. Among ELLs at the Advanced or Proficient 2011 NYSESLAT levels, 13% scored at level 2, 60% level 3, and 27% level 4. Many of our students are engaged through hands-on investigations and the use of technology in our science lab. Our focus on content-based writing also promotes a deeper understanding of many concepts.

ELL periodic assessments are not used in our school as we believe that students are tested enough for teachers to gather sufficient data to analyze and plan for instruction. This year we are using data from the Item Skills Analysis, ELA state test results, NYSESLAT or LAB-R scores, E-CLAS, Interim ELA Assessments, IRLAs or running records, and classroom observations to identify students' strengths and needs. ELLs are also supported through the Title III after school program. We continue using the 50-50 dual language model to provide ELLs with native language support in all areas as well as to develop their common underlying language proficiency and encourage transference.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS/IS 18

School DBN: 06M018

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

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

School Name: PS/IS 18

School DBN: 06M018

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		12/19/11
	Guidance Counselor		12/19/11
	Network Leader		12/19/11
	Other		12/19/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06m18 School Name: 018

Cluster: 6 Network: 601

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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: PS/IS 18	DBN: 06M018
Cluster Leader:	Network Leader: Ben Soccodato
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: 120 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: - The Title III After School Program will target approximately 120 ELL students who scored at the Beginner, Intermediate, and Advanced levels of the 2012 NYSESLAT in grades 3 to 8, and new commers to this country. These students struggled to meet the reading and writing modality in the NYSESLAT according to our data from the 2012 NYSESLAT and the Title III AMAOS progress report. They also struggled to meet grade level proficiency on the 2012 ELA State Test. Therefore, the Title III after school program will emphasize vocabuary developement through content, as vocabulary is critical to reading, writing and speaking proficiency.

- Recently arrived students and Beginners (NYSESLAT 2012) will work with the Heinle Picture Dictionary and Beginning Workbook, which is a research based program. These books provide colorful illustrations within thematic units. Through labeling, pointing, matching, repetition, role-playing, use of realia, and many other activities, students will learn the meaning, sounds, and spelling of many BICS and CALP words. Themes range from basic words, school, family, to earth and space, animals, plants, and habitats. Each lesson has a variety of tasks that can be differentiated for beginning low, beginning, and high beginning students. This will enable teachers to adapt their lessons to students' progress throughout the school year. Read alouds will also be incorporated into these units.

- Intermediate and advanced (NYSESLAT 2012) students will work with a research based program that is aligned to the Common Core State Standards for English language arts. Vocabulary Workshop (Sadlier) for grades 3,4 and 5 and Vocabulary for Success (Sadlier) for grades 6, 7 and 8. The focus words of each unit has been selected from the Academic Word List by Coxhead, 2000, Basic Word List by Marzano, Kendall,Paynter, 2005 and Background Knowledge Word List by Marzano, 2004. The words in this program have been selected to build academic language. Vocabulary words from each unit are introduced through high interest, non- fiction reading passages. Each reading passage can be introduced first by a video presentation to build background knowledge. Students read high interest passages and use context and word study skills to unlock the meaning of unknown academic words. Units are organized by science and social studies topics. Discussions are encouraged in each unit. Activities involve teacher- directed instruction, discussion, peer collaboration, indepent practice, reading and writing .Assessments are provided following each lesson. Frequent assessment allows teachers to monitor progress and adjust instruction for every student to be successful. All assements are in standardized test format, giving the students the practice they need. Our students will be college and career- ready by knowing these words. On line activities can also be incorportated throughout the lessons.

Strategies for Success with English Language Learners by Virginia Pauline Rojas will be purchased. This book will served as a reference for teachers when planning for our ELL's students in the after school program. Also, pencils, folders, markers, Title III stamps, paper, copy paper, etc, will be purchased, to be used only for the Title III after school program.

-NYSESLAT preparation materials will be purchased (Getting Ready For The NYSESLAT And Beyond by Attanasio & Associates, Inc.) to familiarize all students with the tasks and construct of the exam.

- The program will be staffed by one ESL and seven certified Bilingual teachers. Eight groups of 10 - 15 students from grades 3 - 8 will be organized based on language proficiency and grade level. All groups will meet on Tuesdays and Thursdays from 3:30pm - 5:00pm, for a total of 32 sessions. The program will begin on December 2012, and end on May 2013

Part C: Professional Development

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

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

Begin description here: The Title III after-school teachers will participate in an after-school per session study group using Preventing Long-term ELLs: Transforming Schools to Meet Core Standards (Corwin, 2011) by Margarita Espino Calderón and Liliana Minaya-Rowe. Our Title III teachers will discuss key chapters of this book, and implement some of the teaching strategies into their small groups. Some of the topic are: U.S. Schools Failing ELLs: A Call for Change, Tools for Schools: The Framework for Preventing Long Term ELLs, Selecting and Teaching Academic Vocabulary/Discourse, Writing Strategies for ELLs and Struggling Writers and Long Term- ELLs and Core Standards. Participating teachers will rotate and act as facilitators during our sessions. The group of teachers in the study group will come out with a product. They will generate a list of strategies, to be share with the school staff to prevent long term ELLs. There will be a total of five sessions. The teachers will meet on the first Friday of each month from December 2012 through April 2013 from 3:00pm - 4:30pm.

Part D: Parental Engagement Activities

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

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

Begin description here: We will invite all Title III parents to monthly workshops. Workshops will be held on the second Thursday of each month from 3:30 p.m. to 5:00 p.m. from December 2012 through May 2013 (a total of 6 workshops). The mission of the parent workshops is to assist non-English speaking parents in acquiring language skills and curricula strategies to assist their children with daily homework assignments and academic success. We strongly believe that the more resources and information provided to the parents, the more parents will be able to support and guide their children through the challenges they must overcome to be academically successful, especially with the adoption of Common Core State Standards. During the monthly parent workshops we will provide strategies on how to use technology, as well as home and community resources, to help their children at home. Metro cards will be provided to attending parents to encourage attendance.

Translations and interpretation will be provided to parents through a bilingual teacher who will be in attendance and will facilitate these parents workshops.

Parent workshop topics include:

Part D: Parental Engagement Activities

1. Logging Into and Navigating Through ARIS Parent Link	December 2012
2. What Parents Need To Know About the Common Core Standards-ELA	January 2013
3. What Parents Need To Know About the Common Core Standards-Math	February 2013
4. Reading As A Life-Long Skill	March 2013
5. Understanding The NYSESLAT Exam	April 2013
6. Bringing Science To Life	May 2013

Part E: Budget

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

Allocation Amount: \$28252

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		

