



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE WINCHESTER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q018

PRINCIPAL: KATHLEEN PEKNIC **EMAIL:** [KPEKNIC@SCHOOLS.NYC.GOV](mailto:kpeknic@schools.nyc.gov)

SUPERINTENDENT: ANITA SAUNDERS

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
Kathleen Peknic	*Principal or Designee	
Mark Amft	*UFT Chapter Leader or Designee	
Miriam Zambrano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nancy Torres	Member/Teacher	
Christine Rinaldi	Member/Teacher	
Andria Scala	Member/Teacher	
Barry Leung	Member/Parent	
Nick Trombino	Member/Parent	
Shayna Ware	Member/Parent	
Mariam Singh	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, 80% of all students will demonstrate increased proficiency in their ability to write informational and opinion pieces aligned to the Common Core Learning Standards; as measured by an increase of 1 level on CCLS performance tasks and writing continuum rubrics.

Comprehensive needs assessment

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

In order to support all students in grades K-5 to be College and Career ready in the area of writing skills, informational and opinion writing has been targeted as an area of need to be strengthened. Based upon student work, it was determined that while students have understanding of the structures of these genres, students' ability to provide appropriate details and reasons when developing a topic or supporting a point of view need to be strengthened. Ongoing needs assessment includes discussions with teachers at grade meetings, one-on-one meetings with teachers, bi-monthly meetings with instructional leads/grade level team leaders; included in grade level discussions and an analysis of ELA test scores.

Instructional strategies/activities

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

Activity #1 – Administration of Common Core ELA Tasks

Teachers of grades K-5 will administer, grade and analyze student writing from the administration of the CCLS ELA tasks. Based upon pre-assessment results, teachers will revise curriculum writing maps to reflect students' strengths and areas of need. Post assessment results will be used to determine student growth and identify strategies that promoted improved student outcomes.

Target Population: Grade K-5 Teachers

Responsible Staff Members: Principal, Assistant Principal, External Staff Developers, Data Specialist, Instructional Leads/Grade Level Team Leaders

Implementation Timeline: November 2012 – June 2013

Activity #2 – Monitoring Student Work/Progress

Teachers in grades K-5 will keep conference notes to be reviewed periodically at grade meetings and PD sessions to be used to guide instruction, teachers will review on-demand writing pieces in identified genres, published pieces as well as results from CCLS tasks, using standardized writing continuum rubrics for assessing informational, opinion writing to identify student skill level, establish short-term and long-term student learning goals and to inform future writing unit learning objectives. At-risk students will participate in the Extended Day Program, receive RTI intervention; supplemental ESL instruction will be customized so that ELL students who need additional support in writing will receive it.

Target Population: Grade K-5 Teachers

Responsible Staff Members: Principal, Assistant Principal, External Staff Developers

Activity #3 – Professional Development

Professional development opportunities will focus on supporting teachers in understanding and implementing the instructional shifts needed to support all students in meeting the CCLS in writing. Areas of focus will include the use of standards based writing continuums in assessing student

performance and in the revision of instructional plans to increase learning, development and implementation of writing strategies to support CCLS writing skills, provide teachers with opportunities to observe effective writing mini-lessons and small group strategy lessons. Additionally, Grade K-5 teachers will participate in literacy PD provided by Teachers College Reading and Writing Project; instructional leads will attend monthly network PD sessions and share information with grade level team leaders for dissemination at Thursday SBO, faculty and grade level meetings.

Target Population: Grade K-5

Responsible Staff Members: Principal, Assistant Principal, External Staff Developers, Data Specialist, Instructional Leads/Grade Level Team Leaders

Implementation Timeline: September 2012 – June 2013

Activity #4 – Collaborative Inquiry

Grade level meetings, designated inquiry meetings and Thursday SBO periods will provide teachers with collaborative sessions to: analyze small group writing goals to monitor student progress, continue to align writing curriculum maps to the CCLS, analyze student performance (both pre and post) on writing tasks using standardized writing continuums (Non-fiction and Opinion) to measure student progress and identify areas of instructional focus and to determine effective writing strategies that increase student performance.

Target Population: Grade K-5 Teachers

Responsible Staff: Principal, Assistant Principal

Implementation Timeline: October 2012 – June 2013

Strategies to increase parental involvement

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

Parent workshops focusing on the ELA Common Core Learning Standards and the writing component of the NYS ELA will be offered; including an explanation of scoring rubrics. A variety of methods will be used to notify parents of upcoming workshops, i.e., school telephone messaging system, flyers backpacked with students, school web site., etc.

Parent Coordinator will hold informal meetings for parents to provide assistance in understanding how to monitor their child's progress, providing academic support, to share information about the school's instructional programs and to receive feedback from parents regarding school programs for future planning.

Parents are invited to classroom writing celebrations to foster a greater understanding of the types of writing genres students are required to produce.

Parents are encouraged to provide feedback, as well, during these celebrations.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: OTPS – general classroom supplies (paper, chart tablets), ARRA RITT & IDEA ARRA Funding for per session and per diem for PD and inquiry, TL Fair Student Funding – Staff salaries, per diem days for professional development.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The Universal Pre-K program will focus on providing the emergent literacy skills all students will need to be successful in the early primary grades.
- All SWD and ELL learners and identified At-Risk students will participate in the Extended Day program to receive additional instructional support.
- RTI plans will be developed and implemented for identified students.
- School Guidance Counselor and Social Worker will provide supplemental instructional lessons to support students in utilizing strategies to engage in respectful interactions with classmates.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 80% of students will meet grade level benchmarks in mathematics as measured by a combination of CCS tasks, open constructed responses, *enVision* end of unit assessments, benchmarks, end-of-year assessments.

Comprehensive needs assessment

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

Upon a review of student performance on the NYS assessment for the past two years, the data shows a decline in students achieving proficiency level benchmarks in grade 3 (a decline of 23%) and grade 4 (a decline of 7%). Additionally, the adoption of the CCS for mathematics and the DOE Citywide Instructional Expectations emphasizes the need to deepen students' conceptual understanding in mathematics. We know our students are capable of demonstrating mastery, but see the need to improve our instruction to support additional rigor in the classroom. Ongoing needs assessment also includes discussions with teachers at grade meetings (grade level discussions include review of student performance from a variety of mathematical assessments), one-on-one meetings with teachers, bi-monthly meetings with instructional leads/grade level team leaders, teacher and parent feedback from Learning Environment Survey.

Instructional strategies/activities

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

Activity #1 – CCLS Math Performance Tasks

All teachers in grades K-5 will administer, grade and analyze student performance on two Common Core-aligned math tasks. Data results will be used to revise curriculum objectives and instructional strategies to support student progress in meeting the identified CCLS mathematical domains.

Target Population: K-5 Teachers

Responsible Staff Members: Principal, Assistant Principal, Grade K-5 Teachers

Implementation Timeline: October 2012- June 2013

Activity #2 – Professional Development

Teachers will engage in professional development sessions to strengthen the implementation of *enVisions* math program, administration of Early Childhood Mathematics Assessment (ECAM) as a tool for identifying mathematical skills needs of students' in grades K-2 , instructional lead will attend monthly math meetings facilitated by Math NSS to learn strategies to support instructional shifts required to meet CCS, (Information to be shared with teachers of Grades K-5), development of effective questioning to promote critical thinking skills based upon the Depth of Knowledge, and the implementation of Universal Design for Learning Guidelines to provide multiple entry points for all students to increase academic proficiency, grade level meetings facilitated by the Assistant Principal to assist teachers in revising and aligning math content to focus on the major topics for each grade and in developing and implementing instructional strategies to focus on strengthening mathematical practices – constructing viable arguments and critiquing the reasoning of others and modeling with mathematics.

Target Population: Grade K-5 Teachers

Responsible Staff Members: Assistant Principal, Principal, Network NSS, enVision professional development providers
Implementation Timeline: September 2012 – June 2013

Activity #3 – Collaborative Inquiry

Assistant Principal will facilitate teacher team meetings to assist teachers in understanding and planning for deepening the mathematical understanding of the students in the areas of conceptual understanding, procedural skill and application (the major shifts identified in the CCLS); grade level and vertical team meetings, Thursday SBO periods will also be used to provide classroom teachers with collaborative inquiry sessions to review and align curriculum calendars and objectives with CCLS, identify supplemental materials to support instructional objectives.

Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Instructional Lead, Grade Level Leads
Implementation Timeline: September 2012-June 2013

Activity #4 – Monitoring Student Progress

Teachers will analyze various forms of data to monitor student progress in meeting proficiency levels for the major work of the grade and to create interim and long term learning goals for each student. Data from pre and post student performance on CCS tasks, monthly open constructed responses on students' ability to apply mathematical knowledge, *enVision* assessments, ECAM results, etc. will be used to form differentiated lessons (addressing the needs of SWD, ELL, At-risk, and high end learners).

Responsible Staff Members: Principal, Assistant Principal, Classroom Teachers
Implementation Timeline: September 2012- June 2013

Strategies to increase parental involvement

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

To expand the process for engaging parents in proactive and collaborative discussions that support student learning, the following parent involvement activities will be offered: parent workshop on understanding the academic skills and knowledge identified in the Common Core Learning Standards, concepts and skills measured by the CCS tasks and the NYS Mathematics Assessment, distribution of school mathematics newsletter for parents (three times a year) with suggestions on how to support mathematical concepts at home and parent resources that explain the grade level skills and concepts as identified by the CCLS. A variety of methods will be used to notify parents of upcoming workshops, i.e., school telephone messaging system, flyers backpacked with students, school website., etc.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: TL Faire Student Funding – Staff Salaries, NYSTL – Math Resources, ARRA RITT – Data Specialist, ARRA – Instructional Leads, OTPS – General Classroom Supplies

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The Universal Pre-K program will focus on providing emergent mathematical skills all students will need to be successful in the early primary grades.
- All SWD, ELL and students identified as academically At-Risk will participate in the Extended Day Program to receive additional instructional support.
- School Guidance Counselor and Social Worker will provide supplemental instructional lessons to support students in utilizing strategies to engage in respectful interactions with classmates.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, improve student achievement in reading as demonstrated by 80% of students in Grades K-5 meeting grade-level proficiency as measured by performance on CCLS ELA tasks, Teachers College Reading and Writing (TCRWP) benchmarks for progress on reading levels.

Comprehensive needs assessment

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

Upon a review of student performance on the NYS assessment for the past two years, the data shows a decline in students achieving proficiency level benchmarks in grade 3 (a decline of 28%), grade 4 (a decline of 2%). Additionally, the adoption of the CCS for ELA and the DOE Citywide Instructional Expectations emphasizes the need for students to be able to learn through accessing and comprehending grade-level texts independently. We know that our students are capable of demonstrating mastery, but see the need to improve our instruction to support additional rigor in the classroom. Ongoing needs assessment also includes discussions with teachers at grade meetings (grade level discussions include review of student performance from a variety of ELA assessments), one-on-one meetings with teachers, bi-monthly meetings with instructional leads/grade level team leaders, teacher and parent feedback from Learning Environment Survey.

Instructional strategies/activities

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

Activity #1 – CCLS Tasks

Teachers will administer and analyze student performance on the CCLS tasks. Data results will be used to identify student gaps in knowledge, revise curriculum objectives and plan instructional strategies to support students' progress and proficiency levels in meeting reading standards.

Target Population: K -5 Teachers

Responsible Staff Members: K-5 Teachers, Principal, Assistant Principal

Implementation Timeline: November 2012 – June 2013

Activity #2: - Professional Development

Teachers will engage in a variety of professional development activities to deepen their understanding of the curricular and instructional demands of the CCLS: Instructional lead will attend monthly professional development provided by network support specialists on ELA strategies and disseminate information to the rest of the staff, Grade K-5 teachers will participate in PD cycles with staff developers to improve their understanding of the grade-level expectations of the CCLS, particularly with regard to understanding of text complexity, close reading of texts and strategies for enhancing and strengthening students' academic vocabulary, additional staff members trained in the use of Thinking Maps. Additionally, professional development days and grade level meetings will focus on effective questioning and discussion techniques to support students in participating in text-based questions and higher level thinking skills, use of curriculum maps to plan differentiated lessons (addressing the needs of SWD, ELL, AT-Risk and Higher Achieving students) and the implementation of Universal Design for Learning Guidelines to provide multiple entry points for all students to increase academic proficiency,

Target Population: K-5 Teachers

Responsible Staff Members: Network specialist, Staff Developers, Principal, Assistant Principal, Instructional Lead

Implementation Timeline: September 2012-2013

Activity #3 – Use of Data

Various forms of data will be collected and analyzed to monitor student learning, identify learning gaps, inform instructional plans and the development of students' long and short term learning goals. Classroom teachers will administer TCRWP ELA assessments (running records, phonemic awareness skills, etc.), Words Their Way Spelling Inventories, at least three times a year and enter results into data system, summary of data will be submitted to administrators, Principal and data specialist will present data patterns and trends to teachers at grade level meetings, pre and post assessment data on CCLS tasks to measure student progress in identified reading and writing skills over the course of the year (using standardized rubrics), development of student portfolios as a tool to measure student performance over time, reading conference notes and student self-reflection forms.

Target Population: K-5 Teachers

Responsible Staff Members: Grade K-5 Teachers, Principal, Assistant Principal, Data Specialist

Implementation Timeline: September 2012 – June 2013

Activity #4 – Monitoring Student Progress

Teachers will analyze various forms of data to monitor student progress in meeting proficiency levels for the major work of the grade and to create interim and long term learning goals for each student. Data from TCRWP assessments, pre and post student performance on CCS tasks, reading logs, one-on-one reading conferences, performance assessments in grades 3-5, informational and literature reading continuum rubrics to measure student growth in supporting thinking with text based evidence, etc. will be used to form differentiated lessons (addressing the needs of SWD, ELL, At-risk and high end learners).

Responsible Staff Members: Principal, Assistant Principal, Classroom Teachers

Implementation Timeline: September 2012- June 2013

Strategies to increase parental involvement

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

To expand the process for engaging parents in proactive and collaborative discussions that support student learning, the following parental involvement activities will be offered: curriculum meetings with teachers, parent workshops on the CCLS for ELA and the expectations for the performance tasks, information on the NYS ELA assessment, information on supporting strong literacy habits at home, specific workshops for the parents of ELL learners on ways to promote language acquisition and fluency, and distribution of CCLS materials for parents.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: OTPS – General Classroom Supplies, NYSTL – supplemental ELA resources, classroom library books, ARRA RITT – Data Specialist, ARRA – Instructional Lead

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The Universal Pre-K program will focus on providing the emergent literacy skills all students will require to meet the CCLS.
- All SWD, ELL learners and identified At-risk students will participate in the Extended Day program for additional instructional support.
- RTI services will be provided to identified students.
- ELL learners in Grades 1-5 will receive additional ESL periods in reading with Title III funding.
- School Guidance Counselor and Social Worker will provide supplemental instructional lessons to support students in utilizing strategies to engage in respectful interactions with classmates.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Guided reading, Wilson, Foundations, TC Writing Units, Common ELA Clinic supplemental materials.	Small group, one-to-one tutoring, focused on guided reading, writing and word study based on on-going assessment data.	Offered during the school day as well as after-school during extended day program, RTI period during the day.
Mathematics	enVisions remediation materials, math manipulatives, Common Core Mathematics Clinic supplemental materials, mathematics websites	Small group, one-to-one tutoring, focused on content, conceptual and problem solving skills	Offered during the school day as after-school during extended day program, RTI period during the day.
Science	Harcourt Science Program materials, non-fiction aligned resources (trade books, articles), utilization of technology – Smartboards, document cameras to assist visual learners.	Small group instruction focused on content vocabulary, science content knowledge, and critical thinking skills	Offered during the school day and after-school during the Extended Day program
Social Studies	Supplemental Social Studies Core Curriculum libraries,	Small group instruction focused on social studies skill building and critical thinking skills	Offered during the school day and after-school during the Extended Day program

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Promoting self-esteem, development of social and problem solving skills.	Small group and one-to-one counseling sessions.	Sessions take place during the day.
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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.

- Recruit and select highly qualified teachers from Open Market and New Teacher Finder
- Interview process as well as demonstration lesson
- Varied professional development opportunities provided based upon teacher goals
- Mentors assigned to support untenured teachers
- Alternate to Observation format for tenured teachers
- Formal Observations provided by supervisors in various content areas with feedback
- Collaborative inquiry supported with common planning periods and Thursday SBO

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 CFN 2.05	District 26	Borough Queens	School Number P18
School Name Winchester School			

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

Principal Kathleen Peknic	Assistant Principal
Coach	Coach
ESL Teacher Suanne Yeres	Guidance Counselor Anastasia Fragos
Teacher/Subject Area Robert Manzo/SETTS	Parent
Teacher/Subject Area	Parent Coordinator Kathy Lee
Related Service Provider Hollis Israel/Speech	Other
Network Leader MaryJo Pisacano	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	465	Total Number of ELLs	46	ELLs as share of total student population (%)	100.00%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

Upon registration, the parent is given the Home Language Identification Survey (HLIS) to fill out in the native language and is given an oral interview by either Mrs. Peknic - Principal, Suanne Yeres - ESL teacher, Ms. Wolin - Science Cluster, Ms. Carson - Computer Cluster, Ms. Walley - Physical Education Cluster, Ms. Dunbar - Art Cluster. Our paraprofessionals, Mrs. Jahan, Mrs. Jorder, Mrs. Kwan-Ho and Mrs. Travers are available to translate in the following languages: Hindi, Urdu, Punjabi, Tegulu, Farsi, Bengali, Spanish, Chinese and Korean. All HLIS forms are carefully reviewed by the ESL teacher and, if warranted, the LAB R is administered. The LAB R is then hand scored by Mrs. Yeres and a determination is made, in accordance with the NYS guidelines, as to eligibility for the ESL program. Once eligibility is established, letters are sent out to parents in their home language. This correspondence includes: an entitlement letter, the Parent Survey and Program Selection Form and the Guide for Parents of English Language Learners brochure. In the entitlement letter the parents are invited to the orientation meeting and are asked to bring these forms with them. Within the first 10 days of admission, an orientation meeting is held with the parents of the ELL. At the orientation session the DVD, in their home language, is shown. One person from our orientation team, Mrs. Peknic - Principal, Mrs. Yeres - ESL teacher, etc. along with the appropriate translator, is present to guide the parents through the Program Selection process. Each program offered is explained in detail. At that time, all questions and concerns are addressed. Parent Choice is then recorded on the ELPC site on ATS.

The LAP Team then reviews the parent choice forms to look for patterns and trends. The process is ongoing. We meet periodically to review the forms of our new admits. A review of the Parent Survey and Program Selection forms indicates that the parents of P.S. 18 ELLs have exclusively selected the English as a Second Language Program as their preference. This year the parents of the 17 new ELLs, 15 from Kindergarten, one from Grade 2 and one from Grade 4, have chosen ESL as their first choice. This trend has been consistent in our school since the onset of the choices have been given. The program that is offered at our school is the Freestanding ESL Pull-Out/Push-In Program. Parents have been extremely satisfied with the success rate of the ELLs at P.S. 18. Most of our former ELLs are among the highest performing students in the school on the ELA and Math assessments. The reputation of our ESL Program is well respected and the Parent Options reflect this. The average stay in the program has been two to three years. Parental Choice and Options are always respected and fulfilled as per guidelines. If there is desire for TBE or Dual Language, parents have the necessary information to have their students placed in a school that offers this option. As new students are admitted, throughout the year, individual parent meetings are scheduled within the first ten days of admission, to make the parent aware of their options and familiarize them with the program offered at our school. There are ongoing opportunities to visit the school, confer with staff and attend parent workshops. Our Parent Coordinator attends all orientations, confers with parents and provides translators when needed.

In May of the 2011 - 2012 school year the NYSESLAT will be administered to formally assess the progress that our ELLs have made in the areas of Reading, Writing, Listening and Speaking. The results of the NYSESLAT are used to inform instruction so that our ELLs move steadily toward proficiency in English.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	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
Dual Language										0
ESL	43		5	3			0			46
Total	43	0	5	3	0	0	0	0	0	46

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1												3
Chinese		3			1									4
Russian														0
Bengali	1													1
Urdu	1	1	2			1								5
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	8	4	4	3	2									21
Polish														0
Albanian														0
Other	4	3	2	2	1									12
TOTAL	16	12	8	5	4	1	0	0	0	0	0	0	0	46

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Presently we have 46 ELLs in our Freestanding ESL Pull-Out/Push-In program. There are 43 Newcomers, having received 0-3 years in ESL and 3 ELLs on their 4th year of service. There are 3 Kindergarten and 2 grade 2 ELLs in a Special Education placement. There are no SIFE or Long-Term ELLs in our program.

All ELLs in this program are serviced according to NYS mandate as required under CR Part 154. Beginner and Intermediate level ELLs receive 360 minutes and our Advanced ELLs receive 180 minutes of support per week. The ELLs are grouped by grade level. There are two groups in Kindergarten. In Grade 1 there are 2 groups - a 1/2 grade mix in one group and a full group of grade 1 ELLs in the other. There is also a full grade 2 group each day. There is a Grade 3, 4, 5 group. Groups meet for a 50 minute period. In Grades 2 and 3 there is Push-In and Pull-Out model. In Grades K, 1, 4 and 5 there is a Pull-Out model. There are mixed proficiency levels in each group. The Beginners and Intermediates are supported 8 periods per week and the Advanced ELLs are supported 4 periods per week. Classroom teachers do not teach Math during the ESL Pull-Out periods. Mrs. Yeres confers with classroom teachers regularly and aligns the ESL curriculum to the classroom. Content area curriculum is presented by classroom teachers, as well as the Science teacher, and concepts are scaffolded in the ESL room. Concepts are often reintroduced using ESL strategies to achieve understanding. The material becomes comprehensible to our ELLs without watering down the content. Content area vocabulary is a strong focus. These strategies make core curriculum accessible to our ELLs. Specific strategies will be used for every Common Core State Standard to enable our ELLs to meet these standards. Resources from the Common Core library will be utilized to support the academic progress of our ELLs. Our students' level of literacy in their native language is always of utmost importance when planning for instruction. A writing sample in their native language is taken and translators help the ESL teacher to assess native language literacy levels. Students who are literate in their native language progress more quickly through the stages of language acquisition. They have developed their own strategies for learning and it will serve them well as they move through these stages. Those who struggle with native language literacy are students who will need to be taught specific strategies for learning. They will need scaffolding in most areas. Instructional materials will include a wide range of print visuals and realia to support their comprehension of the content to be learned. Bilingual glossaries, technology programs and the institution of a buddy system support native language learning as well as English content area literacy. There are no Students With Interrupted Formal Education (SIFE) in the program at this time. There are 3 ELLs in a self-contained Kindergarten Special Education class and 2 ELLs in a self-contained Grade 2 class. According to each child's IEP and with ongoing consultations with the Special Education teacher and Paraprofessional, ESL strategies have been tailored to meet the needs of these students. Targeted instruction in the classroom, extended day program and in our Title III ESL program help to meet the needs of these students as well as all of our ELLs. Grade level Science and Social Studies materials are used in ESL class to support understanding of concepts presented in class. The ESL teacher speaks slowly, repeating and rephrasing material to insure comprehensibility. The teacher models reading and writing strategies; the atmosphere in the ESL room is one where the Special-needs ELL feels free to take risks and is celebrated for his/her efforts. Constructive feedback is given to support progress. They are actively engaged in purposeful learning. Special Needs ELLs are grouped with general education students to ensure the least restrictive environment. Our focus is on creating high expectations for learning and achievement to maximize the potential for each student. Using the framework, Universal Design for Learning, teachers recognize that every student learns differently. New material is presented using texts, charts, video clips and computer software. Tasks are broken down,

A. Programming and Scheduling Information

as needed into short term goals and learning is expressed in a variety of ways. Student choice is valued. The ESL teacher pushes-in to the classroom as well, to ensure that the diverse needs of ELL-SWDs are met. Scheduling flexibility is key in making sure that ESL support is constant.

In the classroom, peer tutoring is used to support learning. Primary teachers use the Foundations program to support the acquisition of phonemic awareness. Best practices are employed for our ELLs in the classrooms through the use of shared reading and interactive read alouds to model thinking during reading. The classroom teacher has been supported by the ESL teacher in incorporating ESL methodology to support all her ELLs. Long term ELLs receive these additional support services to facilitate their educational growth. The TC Units of Study in Reading and Writing are tailored to help them attain English Language proficiency. The TC staff developers work with the teachers individually, to work toward these goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

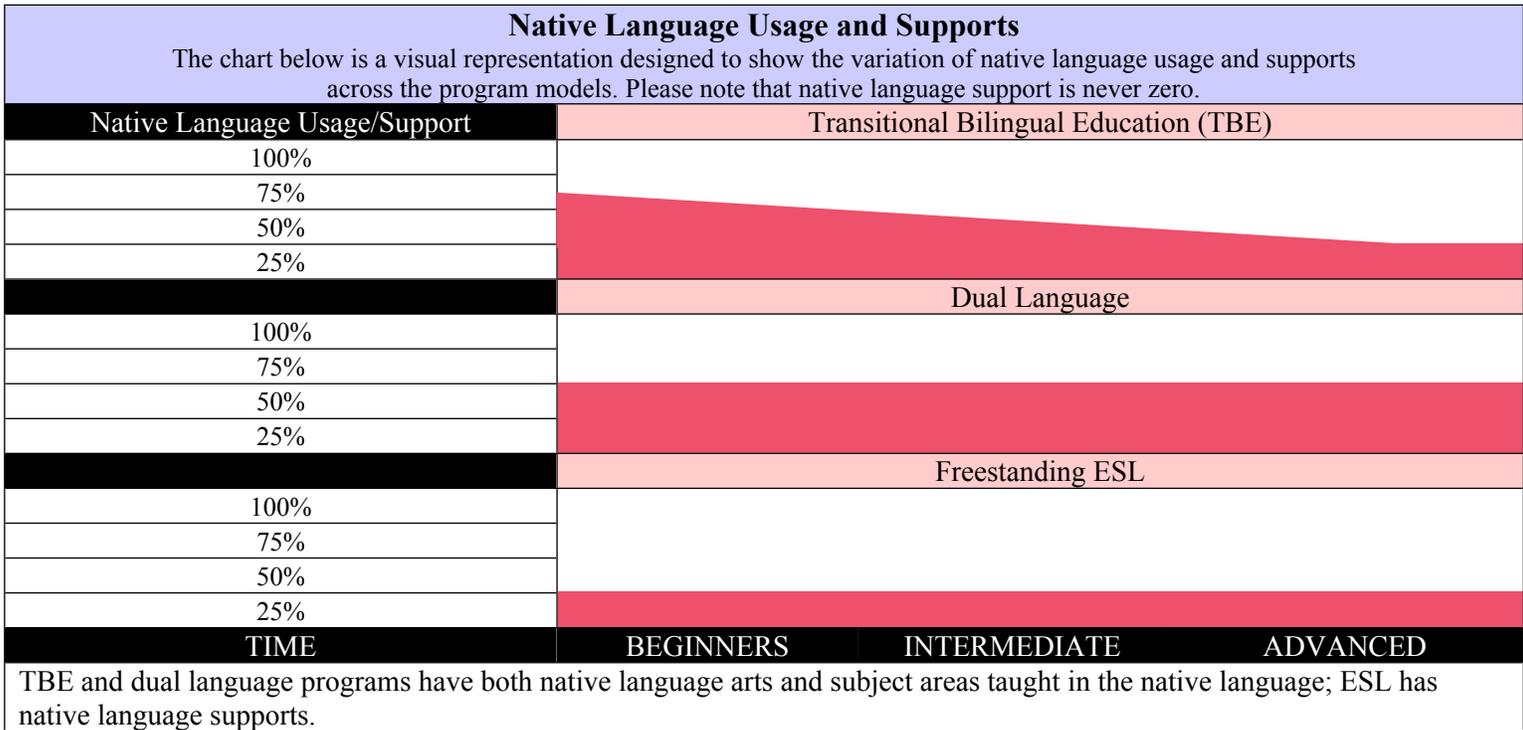
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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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?

Ongoing assessments of our ELLs' capabilities in ELA, Math and Science, as well as assessments to check progress in Listening, Speaking and Writing skills, are used to formulate plans for targeted, differentiated instruction to meet the needs of our ELLs. ELLs are given instruction in their zone of proximal development. They are challenged, but given the support and assistance that permits them to perform at the next level. Effective scaffolded instruction based on the individual needs of our ELLs include: pre-teaching of key vocabulary, providing graphic organizers, and giving ELLs opportunities to discuss what they are learning with their peers. Sheltered learning techniques are used in the content areas to make the content comprehensible and to develop their critical thinking skills. Students' prior knowledge is activated to help them in critical thinking and content development. The Mondo program, Let's Talk About It, is used throughout the grades. This is a program that develops expressive language and comprehension skills. These techniques move our ELLs while they are acquiring their English language skills. Our Title III program scaffolds ELLs in math and supports their interpretation of informational texts across the disciplines.

Native Language support is made available to ELLs through ongoing opportunities in writing and speaking. Turn and talk strategies are implemented with partners of the same language to strengthen conceptualization and vocabulary enrichment in both the ELL's native language and English. Software, in some of our students' native languages, is made available for students to work with in the classroom and in the computer lab. When students reach proficiency on the NYSESLAT they continue to be scaffolded by the AIS program in literacy and math, as needed. These students receive extended time (1 ½) on all standardized tests for a two year period from the time they reach proficiency on the NYSESLAT.

Staff is made available to help ELLs as they transition from the elementary to the middle school level. The ESL teacher is in contact with the ESL teacher from the Middle School to help introduce students to their new support team. The guidance counselor meets with ELLs to discuss their concerns and feelings related to this transition.

Budget permitting, our goal is to provide our ELLs with a variety of cultural and academic experiences. During the course of the year, students participate in a series of Enrichment Clusters. These cluster programs provide students with an opportunity to participate in self-selected learning activities, some of which include, robotics, readers theater, songwriting, etc. Our science cluster is leading a year long inquiry on the topic of alternative energy sources; which is offered to students in grades 4 and 5. Additionally, in grade 5, students participate in a Ballroom Dancing program. The supplemental language development, as well as opportunities for students to use oral expression, provided by these programs excite the students and bolster ELLs Speaking and Listening skills. The arts program is also enriched by our Chorus and Art Studio programs. Vocabulary development is a focus at P.S. 18. We are using Building Academic Vocabulary by Robert Marzano and Isabel Beck's Bringing Words to Life are mentor texts for our teachers.

Vocabulary development is a part of every discipline within our school community. In Reading, the Common Core State Standards are our focus, giving students the opportunity to comprehend informational texts. Resources for Science and Social Studies are available to teachers as well as the purchase of new non-fiction books to add to the rich classroom libraries. The Harcourt Science Program is being implemented in grades K-5 which includes one Lab period per week with the Science cluster teacher. In Math, Grades 4 and 5 are using the First in Math program. Weekday Workout for Math is a supplementary problem solving program that is being used. Teachers are using a variety of problem solving strategies to support math thinking in oral and written form. In Grades 1-5 Singapore Math problem solving strategies are taught. In addition to the grade level content, teachers are providing instructional strategies in the math process standards. This year the emphasis is on supporting students in their ability to explain and justify their mathematical ideas. Our ELLs benefit from the small group instruction that takes place in their classrooms in this area of study. In the area of technology, all classrooms are equipped with Smartboards and document cameras. Teachers have had training in their use to extend and enrich curriculum. There are many web based programs that are being used and additional Smartboard curriculum resources are made available ongoing throughout

the year. This year we are participating in the new Brain Pop ESL Beta Program. Classrooms all have multiple computers and our Computer Lab is furnished with the latest technology. During the course of the year, teachers will be implementing an Enrichment program in which students will choose from a variety of electives: Art Studio, Chorus, Robotics, Reader's Theater and Wind Energy, etc.. Our ELLs benefit from equal access to all of these diverse programs. Required services support and resources correspond to ELLs ages and grade levels.

The materials used in the ESL program are diverse. The following are some of the materials used: Pearson, Longman, Spin Series and the Addison Wesley ESL Series, to support grammar, vocabulary and writing. The following Reading Series are used – Rosen Real Reading Program, Rigby Literacy and On Our Way to English programs, Sundance - Little Red Readers and the Let's Go Picture Dictionary by Oxford. For content area support, the In the Wild series by Heinemann as well as the Seymour Simon Series is used. An extensive leveled library is also a major focus in this ESL classroom.

Upon registration, newly enrolled ELLs and their families are given a tour of the school by the Parent coordinator, Kathy Lee. At that time they meet the ESL teacher and learn about the school, support services, staff and programs offered. Translators are on hand to assist in this process. A Kindergarten and PreKindergarten Orientation is held for newly enrolled students to introduce the parents to the teachers and explain the partnership that we share in their child's education. At that time parents are given specific information about what they can do to help ensure their child's success in school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development opportunities are offered on an ongoing basis for our ESL teacher. Current techniques and strategies are presented to keep us on the cutting edge of ESL instructional methodology. During September 2011 the Principal and the ESL teacher attended professional development sessions on Bringing Common Core to Life for ELLs: Language, Literacy & Learning - CFN 205, Maryann Cucchiara - Presenter. Additional sessions are scheduled for Nov. 2011 and Jan. 2012. Our ESL teacher turnkeyed this information to our cluster teachers on October 6, 2011. Instructional strategies learned, will be shared with all teachers during the November 8 professional development day. Our computer cluster teacher supports teachers during the year, at faculty meetings, on methods for infusing smartboard technology, as well as new software, into the existing curriculum. The focus is on making content more accessible and interactive in ways that support the ELLs and all learners. Seventeen days have been scheduled with the Teachers College staff developers, to provide job embedded professional development on literacy instruction that lays out a rigorous progression of skills - phonics, vocabulary, reading, writing, listening and speaking - that are aligned to the Common Core Learning Standards. During these Professional Development periods, teachers are involved in reviewing student work, modifying and adjusting curriculum objectives and learning how to modify instructional practices that address the needs and build on the strengths of the individual learners in their classes, with a focus on ELLs. Dates: 10/12, 10/18, 11/7, 11/14, 11/28, 11/30, 12/14, 12/20, 1/9, 1/23, 3/21, 3/28, 4/4, 4/30, 5/7, 6/4 and 6/6. The TC Staff Developer in our school provides ongoing support to the ESL teacher. Additionally, from September 2011 through March 2012, teachers are offered a menu of calendar days at Teachers College that are both grade specific and content specific, i.e., Science and Social Studies. Teachers are also encouraged to attend those calendar days that deal specifically with the English Language Learner. A staff member attends monthly CFN math meetings on strategies to differentiate instruction to meet the diverse needs of all students as well as on methods to help students meet the CCLS. Information is shared monthly with the entire staff during the Thursday SBO, which is focused on teacher practice.

Once a month, during our Thursday SBO, cluster teachers and paraprofessionals meet with Mrs. Yeres - ESL teacher, on instructional strategies to support the needs of our ELLs, i.e., using students' native languages to support their learning, ways to use physical responses and ways to match ELLs in partnerships to provide them with opportunities to practice the English they are learning. Contact with the ESL teacher in our Middle Schools (172 and 67) provide classroom teachers with the information they need to support our ELLs as they transition to the Middle Schools. As the designated Middle School liason, the Guidance Counselor will attend P.D. sessions that are targeted to enable her to meet her responsibilities in this role, i.e., understanding the Middle School choice selection process. Information is shared with the terminal grade teachers and the Parent Coordinator, Mrs. Lee. They provide additional support for families during this process. Our translators are available to assist, when needed. The minimum 7.5 hours of ESL training for all staff is achieved through the aforementioned Professional Development sessions. Agendas are kept to reflect monthly topics addressed at grade level, faculty meetings, CFN professional development sessions etc. Synopsis of TC calendar days and minutes from sessions with the TC staff developer are kept on file. Attendance at all sessions is monitored. Weekly, teachers are engaged in collaborative inquiry groups that focus on looking at student work and planning instructional programs to increase the proficiency levels of all students. A particular focus this year is on deepening the staff's understanding of the content and cognitive demands of the CCLS and the math and ELA performance tasks students are required to master. An emphasis will also be on further understanding the principles set forth in the Universal Design for Learning and how to apply them to customize instructional plans to meet the range of learners in our schools, including the ELL students. Collaborative inquiry will take place on the execution of the CCSS literature and math tasks and the Universal Design for Learning. Staff members will be provided with professional development on "Thinking Maps" strategies to support students' cognitive thinking skills on the November 8, 2011 Professional Development day.

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?

In addition to scheduled Parent Teacher conferences, parents are encouraged to participate in classroom activities such as writing celebrations, during the course of the school year. Scheduled school-wide events are publicized through the use of flyers and telephone alerts. Events include curriculum/content workshops, Family Fun Nights (i.e. Art, Physical Education, Science), movie nights, the Aris data system. Our annual International Night Celebration, featuring traditional food, clothing, music and dance from the many native countries of our students, is especially well attended. When new students are admitted, they are given a tour of the school and cultural diversity is addressed. Additionally, the school staff and P.T.A. work together to provide parents with information at P.T.A. meetings on such topics as school safety, cyberbullying, promoting a child's self esteem, parenting tips. Flyers request parents to notify our parent coordinator of their need for oral translation services, designating the language spoken. The predominant languages requested are Punjabi, Gujarati and Spanish. Documents without an available corresponding written translation are stamped - * Important- Please Have Translated - in the following languages: Hindi, Spanish, Korean and. Our Parent Coordinator organizes all volunteer activities in our school community, from the health committee to the school library volunteer program. She presents information at P.T.A. meetings, family orientation meetings and meets one-on-one with parents to answer questions about school programs, provide information on support services available, and acts as the principal's liaison in discussing parental concerns. Our Parent Coordinator is also the liaison for the school's oral and written translation needs, retaining outside vendors as well as the DOE translation unit. Our ESL teacher, Mrs. Yeres, is available to meet with parents to discuss the language development progress of their child and she facilitates parent workshops on various topics, such as understanding the NYSESLAT assessment. All documents from the NYCDOE are provided in eight translated languages. Translated written versions are distributed to families based upon language need as identified in the HLIS. During the school day, school staff members who are fluent in Spanish, Hindi, Punjabi Chinese and Korean are utilized to answer parent questions, translate at Parent/Teacher meetings and work with the parent coordinator to assist families with completing school forms. P.T.A. elections for executive board roles and school leadership team positions are advertised in written flyer format and through the telephone messaging system. All parents are encouraged to take on a leadership role within the school community. Parents are provided with a variety of methods to provide feedback to the school; tools include: the DOE Learning Environment Survey, P.T.A. meetings, meetings with the Principal, Parent Coordinator, ESL teacher, classroom teacher and the P.T.A. generated Parent Satisfaction Survey.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2			1									4
Intermediate(I)	3	7	7											17
Advanced (A)	12	3	1	5	3	1								25
Total	16	12	8	5	4	1	0	0	0	0	0	0	0	46

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B		1											

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

At P.S. 18 the literacy assessments used in Grades K - 5 are the TCRWP. The data gives us insights into the literacy levels of our ELLs - their knowledge of concepts of print, identification of individual letters and sounds, sight words, spelling capabilities and reading strategies used. The ELLs' reading level is assessed through this program, as well as their literal and inferential comprehension skills. Insight is also gained into the ELLs' speaking skills as they retell the stories read. This gives the teacher the information needed to inform instruction. The child's strengths and specific needs are highlighted through this assessment and a plan for literacy targeted instruction is developed to scaffold strengths and to teach to the ELLs specific needs.

In examining the TC assessment from Fall 2011, our Grade 1 Beginners need a focus on all aspects of reading readiness. Our Intermediates need to develop their sight word vocabulary and short vowel sounds to improve spelling and decoding skills. The Advanced ELLs are in line with grade expectations and their progress will continue to be supported. In Grade 2 – Intermediates need vocabulary development to enhance their comprehension skills and need to work on fluency. Non-fiction texts will be used to further their academic vocabulary. The Advanced ELLs are in line with grade expectations and their further progress will be supported. In Grade 3, our Advanced ELLs need vocabulary enrichment in order to improve comprehension and need to work on reading fluency. Non-fiction literature will be a focus to increase academic vocabulary. The ESL teacher and the classroom teacher will be working with our ELLs to achieve these goals.

An assessment analysis has been done using the LAB-R and NYSESLAT results. Students' native language skills are also assessed. Students are encouraged to write and read in their Native language. The writing assessment opens a window to their literacy skills and is a good predictor of needs in both Reading and Writing. The results of the LAB-R scores for our Kindergarteners indicate that there is 1 Beginner, 3 Intermediates and 12 Advanced ELLs. Among our Beginners and Intermediates in Kindergarten, the scores show that students' needs lie in all areas – Listening, Speaking and Reading. Writing was not included on the LAB-R for this grade; however, the focus of instruction is to strengthen skills in all four areas.

In 1st Grade the NYSESLAT scores show that we have 6 Beginners and 8 Intermediate ELLs. The Intermediates needs lie in the areas of Reading and Writing. Three of our Intermediates need nurturing of their Speaking skills. The Beginners need scaffolding in all areas- Reading, Writing, Listening and Speaking. The 2nd Grade scores indicate that we have 2 Beginners, 3 Intermediates and 4 Advanced ELLs. The Beginner's needs lie in all four areas while the Intermediate and Advanced students' needs lie in Reading and Writing. In Grade 3 there are 5 Advanced ELLs whose needs are primarily in Reading and Writing. In Grade 4 there are 3 Advanced ELLs. Scores indicate that they need Writing support. In Grade 5, we have 1 Advanced ELL. The Advanced ELL's needs lie in Reading and Writing.

There is an evident pattern across the grades that has been noted. Our Beginners initially require a focus on the four modalities – Reading, Writing, Listening and Speaking. As they progress, the focus shifts to Reading and Writing. However, in Grade one, Intermediate ELLs need scaffolding with Speaking. There are numerous implications for the school's LAP and instruction. Throughout all stages, challenging content and well developed learning strategies are employed and are in line with the curriculum in the classroom. Students' progress is routinely assessed and specific goals are set for them. ELLs are prepared at all levels to think critically, solve problems and communicate in English. Content area instruction is incorporated at all levels using ESL methodology. Close communication with the classroom teachers is maintained to deliver the most effective literacy instruction as well as to tailor content area instruction. Native language literacy, as mentioned previously, helps us to gauge what scaffolding ELLs will need while moving through the process of second language learning. School leadership and classroom teachers are made aware of ELLs' needs through analysis of the NYSESLAT, LAB R and Periodic Assessments results by conferencing with the ESL teacher. The Periodic Assessments reveal the needs and progress that our

ELLs are making in the areas of Reading, Writing, Listening and Speaking. Instruction is targeted to their needs using these results as one of their guides. Our Title III Program is designed to provide additional support, through a Push-In model during the school day, in the areas of Reading comprehension skills and Math problem solving strategies. Our Resource Room and Speech teacher work with ELLs with special needs. Peer tutoring is employed in the classrooms to scaffold ELLs. The extended day period is mandated for all ELLs. During this time teachers will provide very small group targeted instruction. This is all done with the intention to enable ELL's to meet and eventually exceed the State and City Standards.

The Periodic Assessments for the ELA and Math State Tests are another valuable tool to drive instruction to meet the specific needs of our ELLs and all students. The ESL teacher, Classroom Teachers as well as the Inquiry Team, analyze the results of these assessments and formulate new ways to reteach skills and formulate strategies to make the material/concepts more accessible for our ELLs and all students. Students will be grouped for small group targeted instruction as a result of the information obtained from these assessments.

The success of our ESL Program at P.S. 18 is evaluated by analyzing the data from the standardized assessments, informal assessments, observation of our ELLs and by reviewing our ELLs' folders. Ongoing monitoring has shown that our ELLs move through the program within 2 to 3 years and that our former ELLs have proven to achieve the high standards set for all students. We will continue our program of academic rigor to ensure the ongoing success of our ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Peknic	Principal		
	Assistant Principal		
Kathy Lee	Parent Coordinator		
Suanne Yeres	ESL Teacher		
	Parent		
Robert Manzo / SETTS	Teacher/Subject Area		
Hollis Israel / Speech	Teacher/Subject Area		

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
	Coach		
Anastasia Fragos	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26q018 **School Name:** The Winchester School

Cluster: 2.05 **Network:** CFN

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.

The Home Language Survey is used to identify the primary language spoken by parents/guardians. Information about the parents' preferred language of communication is recorded on emergency contact cards and in ATS. A copy of the survey is placed in the students' cumulative record card and another copy is kept on file in the main office. The surveys are reviewed to determine if parents require oral or written translations or both to communicate effectively with the school and Department of Education. The parent coordinator is the designated point person to make arrangements for translation and interpretation services. The school avails itself of the services of all bilingual staff and parent volunteers who can provide additional support to non-English speaking parents/guardians.

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.

There are approximately 10 different languages spoken at P.S. 18Q, including Hindi, Punjabi and Urdu. It has been noted from the results of the Home Language Survey that at least one parent per family has indicated the ability to understand and speak English. For parents who have identified the need for written translation, in addition to the 8 translated languages provided by the Department of Education, translations will be available for the most widely used languages for which no translation is available - Punjabi and Hindi. A translation sign alerting parents to translation services is prominently displayed in the school lobby. Additionally, the Language Identification Guide is displayed on the desk of the School Safety agent as well as in the main office so parents and family members can identify the language spoken and the translation service needed. In situations, when there is no staff available to provide on-site translation, the DOE Translation Unit will be contacted for telephone translation services. Translation versions of the Parent Bill of Rights are available in the main office and in the parent coordinator's room. Translation needs are shared with the staff, SLT and PTA.

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.

Documents will be translated into the languages that are representative of a large portion of our student population. In addition to the services of the DOE Translation Unit, parent volunteers, paraprofessionals and outside vendor services will be used to meet the translation needs of our families. Parent/Teacher Conferences have been translated into the languages not provided by the DOE. This form also request parents to identify the need for translation services and the language required. All DOE documents, that have translated versions, are distributed based upon language need. On notices that cannot be translated due to time constraints, Important Document - Needs Translation will be stamped in languages representative of the school community.

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

We recognize the need to have oral translation services available at counseling sessions, SBST meetings, Parent/Teacher Conferences, parent workshops and meetings with teachers. During the day, school staff, parent volunteers and the DOE telephone translation unit will be utilized. For other scheduled events, translators will be hired using an outside vendor.

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>.

Translated versions of Parent Bill of Rights are available in the main office and parent coordinator's room. An information sign indicating where translation services can be found is prominently displayed in the main entrance to the school. Additionally, the PTA has purchased a School Messenger service so parents can be provided with school updates by phone in a language of their choosing.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Winchester School	DBN: 26q018
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III program is intended to supplement the services receive during the day. The goals of this program are:

To provide high quality reading, writing and content area strategies that will address the needs of the ELL learner at his/her stage of language acquisition.

To provide additional opportunities for students to learn and utilize nonfiction reading skills to meet the competencies identified in the CCLS.

To strengthen the skills of ELLs in writing informative/explanatory texts as identified in the CCLS.

To strengthen the ability of ELLs to comprehend complex texts with focused instruction on content vocabulary, text structure and sentence structures.

For the 2012-2013 school year, the Title III program will consist of a supplementary ESL program provided by an additional certified ESL teacher. The focus will be on strategies to support reading, writing, speaking and listening skills utilizing non-fiction materials in various content areas, i.e, science, social studies. Utilizing a push-in model, our ESL students will receive additional instructional support beyond the identified mandates. This instructional time is intended to provide our ELLs with additional time to acquire the nonfiction skills identified in the CCLS, to promote their critical thinking skills and expand their content knowledge. All ELL learners in grades 1, 2, 3, and 5 students will receive an additional 50 minutes of ESL services on a weekly basis. Students in grades 2 and 3 will be cross graded based upon stage of language acquisition, i.e., beginner, intermediate and advanced. Students in grades 5 will remain on grade level configuration and the material differentiated to meet their stage of language acquisition. The ESL teacher will push-in during designated reading and writing periods. Classroom teachers will identify the content area on a weekly basis. For reading, small group instruction will be on guided reading utilizing non-fiction materials from from Mondo and Scholastic publishers. In addition, this year, the Ladders Program published by National Geographic will be used as part of the instructional delivery. The program will provide students with the content, comprehension and writing skills needed to meet the CLS. The number of students to be served are: Grade 1 - 14 students, Grade 2 - 1 students, Grade 3-6 student, Grade 5 - 2 students. Research has shown that students become stronger language users when they are asked to use both oral and written language skills in a variety of ways and for a variety of purposes and when they see the connections between experiences and oral and written language (Allen, 1986).

An analysis of school data on NYS standardized assessments, ACUITY Assessments, as well as the NYSESLAT, indicates that students ability to read and write with proficiency, especially, in the content

Part B: Direct Instruction Supplemental Program Information

areas is critical in enabling them to exceed their current performance level. Our ELLs will also need to demonstrate growth in meeting the more rigorous standards as identified in the CCLS for ELA. By providing supplemental instruction, our goal is to provide these students with multiple entry points to achieve academic success.

As a school community, we recognize the need to facilitate our students ability to use English for a variety of purposes - to communicate with others, to achieve in school and to learn academic content. We will continue to focus on providing explicit vocabulary instruction for content and Tier II words. ELL learners need to encounter words in a variety of different contexts to foster a greater depth of understanding and thus strengthen their ability to comprehend what they are reading. Students will be engaged in at least four writing units that require them to write opinions and synthesize information learned from nonfiction texts. Additionally, students will participate in small group, peer partnerships and one-on-one conversations to practice their oral language skills. □□□□

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: Across the year, the ESL teacher and principal will participate in several professional development sessions (offered by the network) focus on the language, literacy and learning our ELL students must receive in order to meet the rigor and demands of the CCLS. Information from these sessions will be shared with the staff at subsequent grade meetings. In collaborative teams, teachers will analyze the CCLS ELA tasks with regards to the needs of the ELL learner. Utilizing the Universal Design for Learning options, teachers will plan and provide scaffolded learning instruction to meet the individual needs of these students. This will take place during the Thursday SBO - utilization of 37.5 minutes; which is ongoing during the year. Our ESL teacher will attend monthly network meetings that focus on the needs of the ELL learner and two teachers will attend monthly LEAD teacher meetings on addressing the demands of the CCLS. Information from these meetings will be shared with the entire staff during vertical team meetings, held once a month during the Thursday SBO. Teachers and staff developers will address the needs of the ELLs during professional development cycles and work with teachers on differentiating reading, writing, speaking and listening skills that will support the academic needs of these students. Some of the instructional strategies will address: teaching vocabulary, higher level thinking skills required of increasingly complex texts, use of text based evidence, use of graphic organizers and discussion techniques to support deeper comprehension. Grade 2 teachers will meet for 2 periods (100 minutes) with the staff developer on the following dates: 9/5, 9/11, 1/2, 1/29, 2/12, 2/26, 4/19, 5/3, 5/24, 6/6. Grade 3 & 5 teachers will meet for 2 periods (100 minutes) with the staff developer on the following dates: 10/23, 11/1, 1/4, 1/11, 1/18, 5/14, 5/21, 5/28, 6/6.

Part D: Parental Engagement Activities

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: With our Title III funds, we will design several programs for our parents. Our ESL teacher will offer workshops on ways that parents can support their child's learning at home, workshops to be held in December 2012 and February 2013 for approximately 1 hour. The principal and assistant principal will hold workshops on understanding the CCLS and the ELA performance tasks in October and November 2012; in February of 2013, workshops on NYS math and ELA assessments. In January of 2012, our guidance counselor will provided a workshop that focuses on supporting a child's self-esteem. During the duration of the Tittle III program, two after school parent/child workshops will be offered to support speaking, listening and writing skills led by an arts liasion. The workshops will focus on the world of puppetry; communication and expression skills will be enhanced as puppets are created along with sets and scripts. Through the creation of pop-up books, parent and child will be able to co-author a story that reflects their cultural heritage. Each workshop is 1 1/2 hours and will be held in January and May. Information on these workshops will be sent home with students and request parents to provide the need for translation services so the school can provide the necessary services. ,

Part E: Budget

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

Allocation Amount: \$11200

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 	\$7628.18	23 days (23@\$331.66) funding for F Status ESL teacher to provide supplemental ESL instruction.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$800.00	Parent/Child workshops facilitated by teaching artists from Marquis Studios
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$2700.00 \$100.00	Purchase of additonal nonfiction reading materials. Supplies/Refreshments for Parent/Child workshops

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	????	
Travel		
Other		
TOTAL	\$11,200	