



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JOHN PETER ZENGER PUBLIC SCHOOL 18

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X018

PRINCIPAL: JASMIN VARELA

EMAIL: JVARELA@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

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
Jasmin Varela	*Principal or Designee	
Sophy Aponte	*UFT Chapter Leader or Designee	
Kim Thomas	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Amy Frattarola	Member/Lower Grade Elementary/Teacher of Special Needs	
Randi Levine	Member/Upper Grade Elementary Boys	
Janice Badal	Member/ELLs	
Erika Vargas	Member/Parent	
Rachelle Hurd	Member/Parent	
Ana Rivera	Member/Parent	
Liza Torres	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, students will experience units of study which teachers created which include 2-4 culminating performance tasks and assessments of literacy through the content areas, grades K-5. Teachers will look closely at student work, make midyear adjustments to curriculum, and modify instruction.

Comprehensive needs assessment

Based on our schools performance on the 2011-2012 ELA State Exam, there is a need for greater focus in ELA. Our school's overall ELA scores in the testing grades reveal a decline of 2.9 percentage points. Due to instructional shifts, we are infusing non-fiction through the content areas of science, social studies and literacy instruction. As a result, the instructional cabinet felt the need to support the creation of culminating performance tasks and assessments. This will ensure that teachers are delving deeper in understanding the Common Core Standards and the Citywide Instructional Expectations. Upon completion of these performance tasks and assessments, teachers will look closely at student work, make midyear adjustments to curriculum, and modify instruction.

Instructional strategies/activities

Teachers will set high expectations for all learners and infuse the bottomlines for literacy, to ensure that students increase their independent reading levels and show "steps" of growth, that show at minimum 2 levels of growth in students' Independent Reading Levels. By way of explicit instruction, and guided reading & writing, strategy groups, and conferencing, students will increase their stamina for informational reading and writing.

Using Socratic Seminars or Grand Conversations, students will practice the art of active listening and speaking. They will engage in questioning and discussion techniques to convey their perspectives and critique others. They will also have the opportunity to practice the various modalities of Reading, Writing, Listening, Speaking and Critical Thinking through debating.

Teachers will provide students with multiple access points and temporary scaffolds (UDL) to ensure that all students, including English Language Learners, and Students with Disabilities engage in rigorous, Common Core aligned tasks and assessments. Additionally, teachers will use Nelson L. Webb's Depths of Knowledge to differentiate literacy based tasks.

Teacher Teams will compile and analyze literacy data (including the Item Analysis) to identify targeted areas of literacy development by grade and with specific attention to the needs of individual students. Once teachers complete their beginning of the year, literacy assessments (which include pre- and post- assessments), they analyze the class data and identify their lowest third. They analyze the class data and choose a focus area, to support the diverse learning needs of their students.

*Include the units of study by grade.

Access to the Professional Development Institutes offered through the UFT Teacher Center Partner Schools will also allow teachers to participate in on-going professional development that will allow them to gain a deeper understanding of their daily practice, self-reflection, and implementation of the Common-Core aligned units of study for reading & writing.

Furthermore, our new partnership with Learner-Centered Initiatives will allow us to plan with the instructional shifts in mind, gain familiarity to key instructional best practices, work in grade-wide Teacher Teams to create authentic, thematic units of study (non-fiction, literacy through Science and Social Studies) that meet and exceed the rigors and challenging demands of the Learning Instructional Expectations.

Create a master professional development plan, which will allow for on-going professional development. The plan will take into consideration the needs, strengths, and weaknesses of our professional learning community. It will also reflect the various needs of our learners, for instance, some of the cohorts include Self-Contained Teachers, Integrated-Co Teaching (ICT), Transitional Bilingual Education (TBE), English as a Second Language (ESL), Instructional Leads, Grade Leaders, and Teachers that are not tenured. This will facilitate teacher planning, inter-visitations, Model Classrooms, Study Groups, and Professional Development

Series.

Our goals will include delving deeper into the work of the CCLS and the Citywide Instructional Expectations. Our professional development plan will allow us to target additional supports for our English Language Learners, Students with Disabilities, in addition to other subgroups.

Strategies to increase parental involvement

Student progress reports are sent home periodically throughout the year, ELA and Math Coaches provide parent workshops around topics such as Common Core Learning Standards, NYC Citywide Expectations and ways to support literacy development at home. We also ensure that parents are informed via Newsletters, postings, Parent/Teacher Conferences and PTA meetings about the PerformanceStandards, curricula initiatives, attendance, periodic assessments, New York State Exams, performance data, promotioncriteria, and learning opportunities.

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

• As a Teachers College school, we are engaged in the Reading and Writing Project. However, we are also working closely with Learner Centered Initiatives, there consultant is at our school for seven full day sessions. At the sessions teachers are planning within and across grade levels, to design literacy units and task, through the content area of Social Studies. During the day long sessions, the teachers are covered. The work of aligning the curriculum to common core learning standards is also supported with the common prep schedule and professionals –which take place weekly. The Literacy Coach and the Teacher Center Specialist are full time pedagogues who regularly co-plan, co-teach, and coach. In addition, our Teacher Teams come together Monday mornings, from 8:00am-8:40am to support the creation and implementation CCLS units (tasks, pre- and post- assessments, rubrics). Teachers are intentional about targeting the Instructional Shift in literacy and the NYC DOE Priority Competencies of 1e. Designing Coherent instruction, 3b. Using Questioning and Discussion and 3d. Using Assessment in Instruction. Our Literacy Coach offers on-going lunch and learns, in addition to afterschool workshop, which are also offered by our Teacher Center Specialist. This year we have hired 12 sessions with an Aussie Consultant, who is supporting all the Special Education Teachers with guided reading/strategy groups.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, students will experience units of study, which teachers created that will have 2-4 culminating performance tasks and assessments in Mathematics, grades PreK-5. Teachers will look closely at student work, make midyear adjustments to curriculum, and modify instruction.

Comprehensive needs assessment

Based on our schools performance on the 2011-2012 Math State Exam, there is a need for greater focus in Math. Our school's overall Math scores in the testing grades reveal a decline of 2.1 percentage points. Due to instructional shifts in fluency, application and conceptual understanding, we are taking a closer look at our mathematics instruction. The instructional cabinet felt the need to support the creation of culminating performance tasks and assessments. This will ensure that teachers are delving deeper in understanding the Common Core Standards and the Citywide Instructional Expectations. Upon completion of these performance tasks and assessments, teachers will look closely at student work, make midyear adjustments to curriculum, and modify instruction.

Instructional strategies/activities

Our goals will include delving deeper into the work of the Instructional Expectations:

1. Revision of Common Core aligned culminating tasks and assessments. **PreK-5 Teachers and Coach: Ms. Villaplana**
2. Teachers will receive support and feedback from the Instructional Team and Network. **PreK-5 Teachers**
3. Development of Units\Lesson Plans aligned to the Common Core State Standards. **PreK-5 Teachers**

Tasks –with extensions and supports, demonstrating evidence of various entry points to engage Students: English Language Learners and Students with Disabilities.

In keeping with depth of knowledge, tasks will be multiple steps, in order to solve them.

Language -application of academic vocabulary aligned to each unit of study is evident.

Depth of Knowledge for Mathematics-

Teachers will increase their conceptual learning of Math, by utilizing Norman L. Webb's Depths of Knowledge (DOK) to plan and create rigorous and targeted instructional opportunities for all students. Additionally, temporary scaffolds (strategies & methodologies) will be utilized to support struggling learners, Students with Disabilities, English Language Learners, and Accelerated Learners, through the integration of best practices, such as Critical Thinking & Questioning. These skill sets will be nurtured through Socratic Seminars, Debates, Math Bees, Contests, Chess, Interactive Mini-Lectures, and Project Based Learning.

Technology to Enhance Teaching & Learning of Mathematics-

Technology tools (SMARTBoards, ELMOs, LCD projectors, iPads) also offer learners interactive opportunities for learning. Additionally, long-distance learning, including home extensions or weekend Teaching & Learning will take place by using programs designed to support Tiered Instruction for students who benefit from additional instruction. Classroom computers also provide on-line instruction for students. For instance, we implemented a standardized-based program, Study Island, which is used as a Computer Center and during our grade-wide professionals. Also, Acuity assignments are given to address students' misconceptions based on the Predictive data.

Japanese Lesson Study, Modified-

Japanese Lesson Studies provide the instructional coach and the team opportunities to reflect and refine lessons, by using a protocol to receive critical feedback (which will raise the rigor) and identifying skills sets infused in the lesson, to ensure that our students are prepared to meet and exceed the demands of the grade. First, the teachers meet as a team and analyze the lesson for grade specific content and rigor (real life application, problem solving, academic vocabulary, fluency & conceptual understanding, and multiple representations). Then, using a specific checklist the teachers take turns reviewing the task(s) required for the lesson. The teacher implementing the lesson makes revisions to refine the lesson, prior to teaching it. Thereafter, the teacher debriefs the execution of the lesson with the team.

At that time, the teachers also analyze the Student Work and conduct a needs assessment to determine next steps for specific students. The teacher denotes next steps in terms of teaching the content with rigor, (the lesson may be re-taught, used for small group instruction –during math guided practice, refer to during one-to-one conferences, or as an anchor lesson -as the teacher crafts subsequent lessons).

Strategies to increase parental involvement

Student progress reports are sent home periodically throughout the year, ELA and Math Coaches provide parent workshops around topics such as Common Core Learning Standards, NYC Citywide Expectations and ways to support literacy development at home. We also ensure that parents are informed via Newsletters, postings, Parent/Teacher Conferences and PTA meetings about the Performance Standards, curricula initiatives, attendance, periodic assessments, New York State Exams, performance data, promotion criteria, and learning opportunities.

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

• In mathematics, our Math Coach and Grade Leader, per grade, co-facilitate on-going professional development series. The Grade Specific Teams work collectively to design and flesh out the curriculum. The teachers align to the CCLS units, this includes the end of unit performance assessment, the rubric created are tailored to the performance assessment, the initial task based on the grade specific standards to assess prior knowledge, the instructional tasks – which are embedded throughout the unit of study, and the tasks and activities tailored to each Common Core Learning Standard –to show the progression of how the standards will be taught. The teachers re-group into partnerships or triads, to complete this extensive work. The teachers bring multiple tools to the sessions, which include, but are not limited to the standards, the Instructional Shifts, the Teacher Effectiveness Rubric (Charlotte Danielson’s Framework for Teaching) Depth of Knowledge graphic organizer, and any additional resources which may be helpful to review during the planning.

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

Teachers will develop a deeper understanding for a Research Based Rubric that is used to provide Formative Feedback. Additionally, the Citywide Expectations are also used to reinforce clear expectations for the Professional Learning Community (PLC) as we close the achievement gap for all learners. Each teacher will participate in 3-4 formative feedback sessions with supervisors regarding the 3 selected Danielson Competencies selected and show evidence of implementing next steps.

Comprehensive needs assessment

- Based on written feedback to teachers during the 2011-12 school year, additional competencies were added to better support teachers in determining next steps in their instruction.

Instructional strategies/activities

As a school community of learners, we have a full time English Language Arts Coach, Mathematics Coach, Teacher Center Specialist, Grade Leaders, and new Instructional Leads. These individuals work closely with the Administrative Cabinet, on school and citywide initiatives to support the daily work of Teaching & Learning, using an Inquiry Based Approach. By building capacity, as a school we have the unique opportunity to expand as a Professional Learning Community, to work together at a larger scale, and to account for vertical and horizontal collaboration, as change agents.

Together, with the support of the Principal and Assistant Principal, the Core Inquiry Teacher Team will engage an action plan that intentionally identifies the needs, strengths and weaknesses of our students, and that is aligned to the Special Education Reform and initiative from the Office of English Language Learners.

The action plan is two-fold. First to use a critical lens, as a way of identifying the needs of our student subgroups. And, to hone into what students already know and what they succeed in. By establishing what students are struggling with (which is identified by gathering data, analyzing it for patterns and trends, setting benchmarks, and monitoring, we will determine the identifying next steps). And begin to craft a comprehensive plan consisting of a repertoire of best practices. This tiered approach will allow us to use transparency to evaluate our classroom instruction and intentionally make adjustments in the way we teach our students, using an Inquiry Based Approach.

Designated time that is used is the Monthly Grade Wide Conference meetings that take place on the 1st Monday of every month and during Tuesday, Wednesday and Thursday mornings during the 37.5 minutes.

Strategies to increase parental involvement

N/A

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

Our instructional team consisting of the administrative cabinet: Principal and Assistant Principals, Literacy Coach, Math Coach, Teacher Center Specialist, Response to Intervention Coordinator, English as a Second Language Coordinator and Data Specialist, support the community at large. This year we continue to infuse various best practices that support teaching and learning, as we look to build capacity from within. The Cabinet uses a Research Based Rubric to focus the short cycles of formative feedback, to include, Domains 1, 2, and 3. More specifically, 1e Designing Coherent instruction, 2b Establishing a Culture for Learning and 3d Using Assessment in Instruction. In addition, our School has also identified a Math, and Literacy Grade Leader, per grade (Kindergarten through Fifth), and three of these pedagogues are also identified as Instructional Leads. The Grade Leaders/Instructional Leads also support the teachers, through teacher leadership, model classrooms, and the implementation of new instructional initiatives.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, student and adult learning opportunities provided through the Community Learning Center grant will result in an increase of 25% parent participation.

Comprehensive needs assessment

School Parent Surveys suggest a need for greater involvement as well as acknowledgement within the school. The community needs warrant enrichment activities for students as well as parent educational opportunities.

Instructional strategies/activities

We were selected as the only Bronx School, to open a Community Learning Center at P.S. 18. Our plan to show growth in the areas of academic expectations, communication, engagement, and safety and respect, are supported by a tiered approach, which will support our students, parents/families, educators, and the community at large.

Our 3 tier action plan will target academics, open communication, student/teacher/family engagement, and safety & respect. Additional services and supports for the community would include existing and new partnership.

Tier 1-

Services and Supports for Students

Tier 2-

Services and Supports for Parents & Families

Tier 3-

Services and Supports for the Professional Learning Community

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.
- Community Town Hall Meeting
- Advisory Board (Parents are Core Members)
- Mathematics and ELA/Literacy Based Parent workshops
- Zumba for Parents
- Harlem RBI/Real Kids
- East Side House Settlement After school Program
- St. Rita's Head Start/Feed School/Child Care
- New York City Public Library (Mott Haven, Fordham, Morris)
- Bronx Health Reach Workshops
- NYC Leadership Academy Retreats
- Lincoln Medical and Mental Health Center Workshops
- Brightside Academy After School/Child Care
- Patterson Community Center
- Food Bank For New York City
- CookShop Classrooms/CookShop for Families
- Chess-In-Schools

- Eugenio Maria de Hostos Community College Mentors/Student Teachers
- Lehman College
- Learner Centered Initiatives
- Randall's Island Park Alliance
- New York Cares/Revitalizing and Beautifying Projects
- Ramapo For Children
- AUSSIE Instructional Support
- Activity Works
- Tai Chi for Kids!
- Move-to-Improve

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

This year we are opening our school as a Community Learning Center School, to better provide services and supports that our students and families need. The result is that more informational sessions are taking place by certified teachers to work with parents on the rigors and demands of the Common Core Learning Standards, and the implications for teaching and learning. Some of the workshop are offered by our Parent Coordinator, the School Leadership Team Members, Prekindergarten Family Worker, and members of the Instructional Team, and certified classroom teachers. The new initiatives area based on needs assessments surveys which were implemented in the fall. The purpose of the various workshops is the open the lines of communication, increase engagement in our community, and prepare our students and families of college and career readiness, which starts in primary school. The various training, workshops, and programs target a 21st century education. These workshops are designed to meet the news of the community at large, and address the whole child.

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	Literacy Curriculum Is modified to ensure it is aligned to the Common Core Standards. Teachers also provide Guided Reading lessons, conferences, Interactive Read Alouds, Interactive Writing and Shared Reading Lessons to support and enhance the needs of students. Furthermore, Response to Intervention Specialist assists struggling students needing Tier 2 &3 intervention to determine a plan of actions and services for students in need of services.	Services are provided in whole / small group or one- to-one services as needed.	Services are provided during the school day. However, Saturday Academy is also implemented to promote intervention services for students.
Mathematics	Assessment data is used to determine student intervention services. e.g base-line, mid-line and end-line and end of unit	Teachers provide guided math instruction in a small group setting. One-to-one conferences are also incorporated to ensure students' individual needs are	Services are provided during the school day and the 37.5 tutorial minutes.

	assessments and lessons are created that target students' needs.	met.	
Science	Lessons are aligned to the Common Core Standards. Additional support is provided by the science cluster teacher for all grades.		
Social Studies	Lessons are aligned to the Common Core Standards. The teachers use non-fiction Social Studies content to create units of study that support teaching literacy through the content areas. Integrate lessons through the content areas.	Teachers provide extra instructional support in a small group setting. One-to-one conferences are also incorporated to ensure students' individual needs are met.	Services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The school guidance counselor works on addressing study skills, stress/anger management, relaxation techniques, conflict resolution and goal setting. For students identified in need of services we have the mandated psychologist who pull out at risk and mandated students; and recommend them for outside services as needed.	Services are provided in a small group or one-to-one setting depending on the needs of each individual student.	At risk services is provided by the Guidance Counselor, School Psychologist and Social Worker. At risk students are pulled out to provide services during the school day. If students need further services the school implementation team arranges with parent for child to receive additional services as needed.

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.

We understand that the most successful teachers are teachers who feel supported. Therefore, we are implementing strategies that support teaching and learning. We also realize that these supports promote teacher longevity, thus reducing teacher attrition. Our teachers are encouraged to advocate for their professional development, by being reflective and vocal about their professional needs. We surveyed teachers to establish areas in which they desire additional professional development, in conjunction to the year-long professional development workshops and institutes offered.

In addition to our Literacy and Mathematic Coaches, we have a full time Teacher Center Specialist, to support teaching and learning. We also provide cycles of informal and formal observation feedback in order to support teachers at their zone of proximal development. This year, we are continuing to align our focus to a research-based framework that supports the DOE Domains for effective planning and preparation, classroom environment, and instruction.

On-site coaches and mentors alike will utilize effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program. All planned professional development will reflect the National Professional Development Standards and include the following:

- A focus on academic performance
- Evidence of a strong match between identified academic needs and the professional development
- Professional development will be delivered by highly qualified personnel
- Concentrated and focused professional development that is intense and sustained
- Professional development that provides opportunities for reflection, practice, formal feedback and re-teaching
- The effectiveness of professional development will be evaluated
- We also celebrate the tenure process, successful school-wide initiatives, and all activities related to closing the achievement gap.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

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 Charles Amundson/Dan Feigelson	District 07	Borough Bronx	School Number 018
School Name John Peter Zenger			

B. Language Allocation Policy Team Composition

Principal Jasmin Varela	Assistant Principal Michelle Nelson
Coach Chasity Lora	Coach Natalie Villaplana
ESL Teacher Janice Badal	Guidance Counselor Yolanda Miller
Teacher/Subject Area Aricia Sosa/4th-5th Grade	Parent Cynthia Robinson
Teacher/Subject Area Evelyn Miranda/1st Grade	Parent Coordinator Carmen Nieves
Related Service Provider Andrea Vasquez	Other type here
Network Leader Dan Feigelson	Other type here

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	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	21
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	546	Total Number of ELLs	145	ELLs as share of total student population (%)	26.56%
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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. 

All students who enter the N.Y.C. school system for the first time fill out a Home Language Identification Survey (HLIS) in their native language to determine LAB-R eligibility. During the interviews for registration, parents are assisted with filling out school forms, including the HLIS. Parents of K-12 students received the HLIS form. Through an in-house consultation (informal oral interview), parents were guided through the HLIS survey with a trained pedagogue who is knowledgeable about the form in their native language. The pedagogue also interviews with the student to determine the home language as English or another language other than English. Once the licensed ESL Coordinator collects the HLIS from parents' the coordinator determines whether a language, other than English, is spoken in a child's home. The ESL Coordinator administers the Language Assessment Battery-Revised (LAB-R) test to the child within 10 school days of admission which measures the English language proficiency level. Children who score at or below the Lab-R cut score become eligible for state-mandated services for ELLs. For instance, if the child's native language is Spanish, and the child scored at or below proficiency on the LAB-R, he/she is tested with the Spanish LAB. The parents of those students who are eligible for state-mandated services are notified by the ESL Coordinator with an entitlement letter in their native language. The entitlement letter also informs parents about the parent orientation meeting. This entitlement letter is then filed and kept in the ESL Coordinator's room.

In order to evaluate and determine levels of English proficiency, as well as mandated services, ELLs are administered the NYSESLAT annually during the Spring. Each year the ESL Coordinator sends out the continued entitlement letters to the parents of ELLs who will continue to receive ESL services. Parents of students who tested proficient on the NYSESLAT receive letters of non-entitlement. These letters inform the parents that their child is no longer eligible for ESL/Bilingual services. We use the NYSESLAT scores to determine each ELL's language acquisition and development needs. For example, students that are at a Beginner level have a specific assigned curriculum to meet their English language needs and development. All ELLs in the ESL pull-out program who score at the Beginning and Intermediate level receive 360 minutes per week of ESL instruction, and advanced ELLs receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA as a language mandate. ELLs in the Transitional Bilingual Education Program (TBE) who score at the Beginning and Intermediate level receive 360 minutes of ESL instruction per week and 90 minutes per day of (Spanish) native language arts instruction; advanced ELLs receive 180 minutes per week of ESL instruction and 45 minutes of (Spanish) native language arts per day.

P.S. 18X provides two Parent Orientation Meetings for parents of newly enrolled ELLs; two sessions are offered at the beginning of the school year and another meeting is held mid-year. As new students enroll in the program, we conduct one-on-one meetings. During the meetings, parents are informed of the available programs offered to English Language Learners (Transitional Bilingual Education, Dual Language, and free standing ESL). An informational video of these three programs is shown. After viewing the video, the ESL Coordinator clarifies any questions or concerns parents may have with regards to the various programs. Once students are identified as ELLs, parents are given the opportunity to choose their program of choice. If the program they select is not being offered at our school, they are informed of their right to transfer to a school with that program and are provided a list of schools which offer the program of their choice. Additionally, if our school does not offer the program that parents select, their child's name is placed on a waiting list along with the communities consent until there is enough of a demand (15 or more students) to open their program of choice at our school. Finally, the parents are guided through the selection process. In the event of a newly arrived student during the course of the

year, the ESL Coordinator provide the orientation to the parents. Then parents are informed of the program choices available and assisted with the placement process. This process is done in-house. Parents who do not attend the orientations are contacted by phone, by our Parent Coordinator or ESL Coordinator to schedule a meeting, in which they receive the packet and information provided at the ELL Parent Orientations. In addition to viewing the video and attending the orientation, the parents receive pamphlets in their native language with frequently asked questions and answers regarding the presentation and ESL programs. During the Orientation, parents are assisted with filling out the parent survey and the program selection. The Parent Survey and Program Selection forms are filed and kept in the ESL Coordinator's room.

The ESL Coordinator is the person who ensures that placement letters and entitlement letters are distributed to parents informing them that their child is eligible for Transitional Bilingual Education, Dual Language or ESL. The ESL Coordinator sends the letters home in the parents' native language with the student. The student returns it to the classroom teacher, who then submits the letter directly to the ESL Coordinator and the letters are filed and kept in the ESL Coordinator's room.. The letter must have the parent's signature. Parent Surveys and Program Selection forms are distributed during the ELL Parent Orientation. During the orientation, the ESL Coordinator and the Parent Coordinator assist parents with explaining the forms, filling them out, and collecting them. If the Parent Selection forms are not returned, the parent coordinator contacts the family via telephone. If all attempts are made and parents/guardians cannot be reached, the student is placed in the Bilingual Transitional Educational program by default, if their native language is Spanish. For parents who choose the Dual Language program, we provide them with a list of schools in the district that offer the program and make them aware that we need the school community's request and consent for the implementation process to begin.

The parents have the opportunity to view the informational video on programs offerings in their native language (Spanish, Arabic, French etc.). They are also given the choice to select the program. Identified ELLs, who are native Spanish speakers who scored at or below proficiency levels in the LAB-R, are given the option of placing their child in a TBE program. Identified ELL students who scored at or below proficiency levels in the LAB-R, who are not Spanish speakers, are placed in a monolingual class with ESL pull-out services.

After reviewing the Parent Survey and Program Selection forms for the past few years, Transitional Bilingual Education has been the program of choice. For the past few years, based on the Parent Surveys that were completed, our school has had approximately 35 forms that indicated the TBE program as a primary choice and approximately 5 forms that indicated the free standing ESL program.

Program models offered at our school are aligned with parent requests because the parent's choice is the TBE program. We have one bilingual class per grade, in grades K, 1, 3 and a 4/5 bridge class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional	1	1		1	1	1								5

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	4	3	4	4	5	4								24
Total	5	4	4	5	6	5	0	0	0	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	10
SIFE	7	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	56	4	0	21	0	0	0	0	0	77
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	45	3	1	23	0	9	0	0	0	68
Total	101	7	1	44	0	9	0	0	0	145

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	22	0	12	13	9								69
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
TOTAL	13	22	0	12	13	9	0	69						

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	6	12	5	16	14								61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				2		1								3
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	2	2	3		1								11
TOTAL	11	8	14	10	16	17	0	76						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

P.S. 18 offers the Transitional Bilingual Education (TBE) model for Spanish speaking ELL students and English as a Second Language (ESL) services to ELL students of other ethnic origins. The TBE model incorporates the student's native language and culture to allow students a successful transition to English in a bilingual classroom setting. ELL students in monolingual classes receive ESL through a pull-out program by a certified ESL teacher.

Our Kindergarten through fifth grade classes are heterogeneously grouped. Based on NYSESLAT scores, ELLs in the ESL program are

A. Programming and Scheduling Information

grouped by grade level as well as homogeneously and heterogeneously.

In both, the TBE and ESL programs, the mandated number of instructional minutes provided for our beginners and intermediate students is 360 minutes a week during our literacy block. Our advanced students receive 180 minutes a week during our literacy block.

In both programs, the focus is to equip the students with Second Language acquisition in the following four modalities: listening, speaking, reading and writing. The acquisition of the English language will be made possible by providing about 2 1/2 hours of daily literacy instruction using the appropriate strategies and methodologies. The use of the school-wide integration of a daily balanced literacy program includes the following: Read Alouds, Shared Reading, Guided Reading, Paired Reading, Independent Reading, Language Exploration and Shared Interactive Writing. A print rich environment along with word walls in all academic content areas are visible in bilingual classes to support academic vocabulary in the content areas. Furthermore, the program, On Their Way to English will be used daily to support students' growth of the English language proficiency. Instruction in the content areas is provided in native language on a daily basis; beginners and intermediate students receive 90 minutes a day. Advanced students receive 45 minutes of native language instruction per day. In both the TBE and ESL programs, beginners and intermediate students receive 360 minutes per week during the literacy block. Our advanced students receive 180 minutes a week during the literacy block.

In our TBE program Math, Social Studies and Science are instructed in the native language. Math is taught through a workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grade to grade, that are aligned to the NYS Scope and Sequence in correlation with the NYS social studies fifth grade test. In our ESL pull out program, the content areas are taught in English using sheltered instruction for second language learners. We use the Mondo program which provides scaffolded lessons for ELLs. Beginners and Intermediate students receive eight periods of ESL instruction per week and 2 periods of Native Language Arts, per week. Advanced students receive four periods of ESL and ELA instruction per week, as well as 1 period of Native Language Arts instruction. Throughout the content areas, teacher lessons are aligned with the six different types of scaffolds. This structure facilitates the interaction needed to help every student participate by enriching their language development.

In order to ensure that ELLs are appropriately evaluated in their native language, the EDL and the ELE is administered.

Our SIFE students are serviced by the classroom teacher in specific homogeneous strategy groups, Headsprout and Imagine Learning English (software programs) are scheduled daily for individual work. Foundations (researched based phonological program) is used during the word study block, 37.5 minutes tutorial -three days per week on ESL instruction, and student partnerships with dominant English speakers. Native language arts is the language of instruction in content areas of Math, Science and Social Studies. Moreover, SIFE students with the home language of Spanish and are in the TBE program will receive native language instruction; the percentage of native language instruction will be based on their Lab-R or NYSESLAT scores. For students in the ESL program, native language support will be provided if needed and as available. Furthermore, SIFE students will have Native language arts instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies. We provide the students with instruction to ensure that their needs for basic social language, academic language and grade appropriate content is fulfilled.

Newcomers are serviced by the classroom teacher in specific strategy groups, implementation of Headsprout and Imagine Learning English online reading programs, and student partnerships with dominant English speakers. We provide students with these programs because we want to ensure that their need for BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency) and grade appropriate content is fulfilled.

Our data indicates that the area of need for students with 4-6 years of instruction is reading and writing. ELLs with 4-6 years of instruction are placed in strategy groups based on reading levels and running record results, student and teacher conferencing anecdotes, and writing baseline assessments. The following programs such as, Mondo's Book Shop and Safari programs for Intermediate and Advanced ELLs help with the implementation of these areas during our ESL pull out services.

In the event that our schools has long term ELLs they will be provided with close monitoring of small group instruction and the "Imagine Learning English" program, which serves as an individualized computer based program geared towards specific ELL instruction. Our long-term ELLs are also buddied with proficient speakers of English. Parental involvement is also a support used for our students, we include families as participants in school decisions, and parents are viewed as advocates for our children through PTA, CEC, and other parent organizations.

ELLs with special needs are serviced with an ESL pull out provider. Our ELLs with special needs receive SETSS and are serviced by a special education classroom teacher with strategy grouping for additional ELL support. Services are provided to address specific areas of need as per their IEP.

SIFE students will be part of an ESL club that attends after school tutoring, three days per week, meeting for thirty-seven minutes each time. In addition to the ESL tutorial, students will receive ESL as per CR Part 154 pull out services by the ESL teacher during the school day. Furthermore, SIFE students will have Native language instruction from their bilingual classroom teacher in content areas, such as

A. Programming and Scheduling Information

Math, Science and Social Studies.

ELLs in our school with less than three years receive additional support and instruction through the readers and writer's workshop to prepare students for ELA content. The units of study specifically consists of skills pertaining to the NYS ELA test.

Students who receive four to six years of services are going to be working with the "Imagine Learning English" program. The program provides students with individualized assignments/tasks and their language acquisition is monitored for progress. Students will have scheduled time to use the program in their classrooms.

Long term ELLs are serviced in smaller groups and will also be provided with close monitoring of small group instruction using the Imagine Learning English program, which serves as an individualized computer based program geared towards ELL instruction.

Dr. Ellen Rice our school's SESIS (Special Education School Improvement Specialist) through the Division of Students with Disabilities and English Language Learners, facilitates bi-weekly professional development workshops and provides individual teacher support for teachers of students with special needs. Support is planned and based on the students and needs assessment results that teachers may use in the area of supporting/coaching/mentoring around instructional and technical issues.

As Newtwork Support Specialist, Ms. Caihua Huang supports our professional learning community on a bi-weekly basis. She attends the professional development workshops that we offer our school staff, and provides our Bilingual Teachers instructional feedback. Special needs students will also be a part of our new initiative of the Imagine Learning English computer based program. The program provides individualized and specific work based on the student's level. Thus, partaking in activities and on-going assessments, resulting in learning gains that will be used to measure each special needs student.

The teachers of ELLS-SWDs provide the students with graphic organizers and vocabulary that is at their individual grade level so that the students have access to academic content areas and accelerate English language development.

All the providers meet together to strategically implement the diverse ELLS-SWDs needs within the least restrictive environment.

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

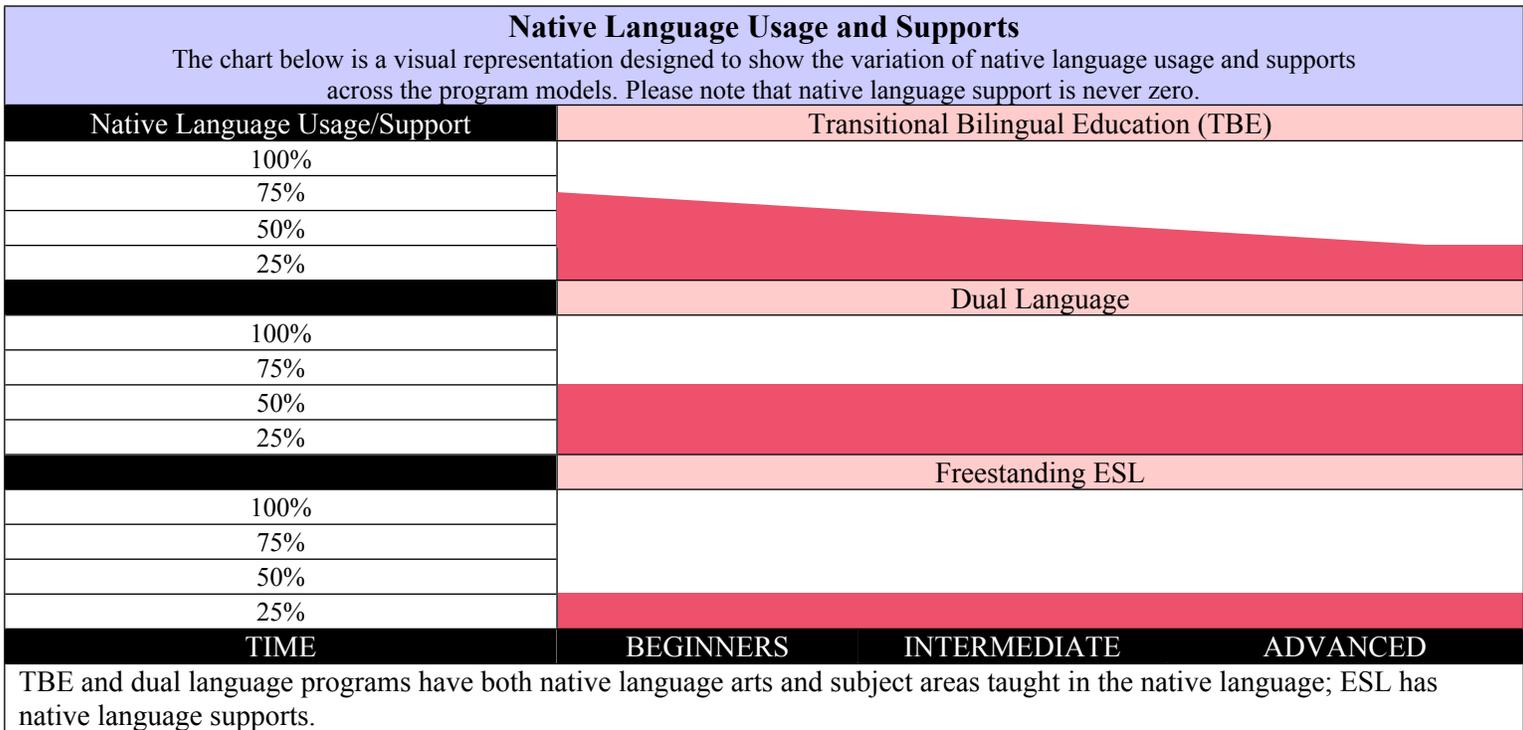
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	English/Spanish			
Math:	English/Spanish			
Science:	English/Spanish			
ELA	English/Spanish			
PE	English			
Art	English/Spanish			

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

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

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



B. Programming and Scheduling Information--Continued

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

Some of our targeted intervention programs that are in place to support ELA are Foundations, Imagine Learning English, Award, and Mondo. Foundations is a researched based phonics program that targets most of early emergent reading, comprehension, fluency, and sight word skills, while Imagine Learning English is a computer based instructional program that teaches students English and develops their literacy skills in an animated and fast paced timeline. Students receive one-on-one instruction through many engaging activities designed to meet their individualized needs. Award Reading Literacy program was selected to integrate technology successfully into every shared small group and independent reading experience. It provides comprehensive skills development with practice and application everyday through teaching text and technology in the five key areas of reading, phonemic awareness/phonics, vocabulary, comprehension and fluency. The Mondo including Reading Safari offers a variety of non-fiction and fiction texts that emphasis discovery and exploration: the program is full of fascinating facts, surprises, and adventure. The text selections offer students the opportunity to read fact and fiction on the same topic. Reading Safari includes magazines, encyclo-facts, and engaging fiction books, all relating to the same topics.

In addition an intervention teacher pulls out the ELL students in order to receive targeted math instruction in their second language.

ELLs that have reached proficiency on the NYSESLAT are closely monitored for progress through on going communication with the classroom teacher. The students also receive test accommodations for two years.

This year, we are also working towards improving ESL services by implementing the Multi-Leveled Reader's Theatre program which allows students at different reading levels to build fluency through collaborative oral reading, which strengthens comprehension and vocabulary while enriching the content and genre studies.

We do not have any programs or services for ELLs that will be discontinued this school year.

ELLs are offered a variety of after school academic programs, such as Title III and the East Side House Settlement, which offers students homework support during a part of the after school session and instructional support through the content areas and fine arts. For instance, this year, East Side House Settlement will partner up with Junior Energy to offer our children a rich Science Curriculum (www.juniorenergy.org) and a culminating Science Fair.

Students are working with the Imagine Learning English computerized program that will teach, assess and monitor individually various levels of growth in the second language. Bilingual classrooms are equipped with resources in the content area to support student's native language such as smart boards and document cameras.

In our TBE program Math, Social Studies, and Science are instructed in the native language. Math is taught through the workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grades and guided by state's scope and sequence in correlation with the social studies fifth grade test. In our ESL classes, students use additional support resource such as, pictionaries, native language/English dictionaries, native language books/ textbooks and translations from the Imagine Learning English program.

ELLs have support services based on their grade and are grouped by NYSESLATLab-R levels; such as, proficient, advanced, intermediate and beginners. There are several resources that we use to service our ELLs, such as, an ESL pullout program, the Imagine Learning English program, a computer based program in which students are following specific activities based on age appropriate material. The Book Shop and Reading Safari from Mondo are supplemental programs that are also correlated with topics of interest for students' age.

Newly enrolled ELL students will participate in a parent/student orientation that will consist of a guided tour of the building. The parents and students will become familiar with their surroundings and will learn about all the activities that take place at PS 18X.

Currently, we do not offer any language electives.

C. Schools with Dual Language Programs

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

PS 18X currently does not have a Dual Language Program.

D. Professional Development and Support for School Staff

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

Teachers take part in inquiry Teacher Teams that focus on various Literacy topics that include an ELL component. Additionally, teachers attend Teachers College, Reading and Writing Project (TCRWP) ESL calendar days where they are exposed to different strategies and methodologies to implement during the Reading and Writing Workshops. The bilingual teachers meet every Friday for a 45 minute period to discuss and turnkey pertinent information. Teachers also conduct inter-visitations to other bilingual classes and schools for additional support. Our partnership with the Bronx BETAC provides ESL workshops all year long, they assist teachers with the implementation of ESL strategies, methodologies, and the most current research. Ms. Alexandra Roman, is the Teachers College consultant who specializes in ELL instruction and supports our teachers and students by providing coaching, modeling, demonstration, and sharing best practices around English Language Learners of all proficiencies, SIFE, and ELL with Special Needs.

Upper elementary grade students transitioning from our elementary to middle school are offered middle school information and presentations. Teachers and students are guided by the middle school liaison, counselors, and supervisors around the middle school application process.

Many of our staff members receive a minimum of 7.5 hours of ELL training by participating and attending numerous TCRWP calendar days that is facilitated by ELL training specialists. Assistant Principals, Classroom Teachers (including subject area teachers), and Paraprofessionals that are provided with the ELL training plan for and present grade specific or school-wide ELL workshops for the rest of the staff and school personnel. Teachers also meet during common preparatory periods to plan and refine their teaching and delivery of instructional best practices. Other venues, may include teacher reflections, labsites -where activities practiced with students may be re-enacted in our school environment for professional development, on-going class inter-visitations and curriculum is differentiated for ELLs. School wide retreats and annual conferences are also offered. Additionally, teachers are offered summer institutes, study groups, and educational opportunities to be professionally developed.

E. Parental Involvement

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

Our parent coordinator offers a variety of information, outreach services and support for our parents and ELL parents.

Our school partners with several agencies and CBOs such as, EPIC (Every Person Influences Children) which offers a series of parenting workshops, Lincoln Medical and Mental Health Center, Learning Leaders, and other local social services and community based organizations which offers parent workshops that focuses on English as a Second Language. In addition, parents have the opportunity to attend the annual NYC DOE ELL Parent Conference where various workshops and conferences are offered in addition to resources, such as Spanish-English Dictionaries and home extensions to support success in school.

We evaluate the needs of our parents via parent surveys and feedback from parent workshops based on the community and patterns and trends of large samples.

Our parent coordinator offers one workshop per month for parents. All workshops are translated in Spanish by the parent coordinator and resources or informational packets are provided in our students' native languages as well. Workshops also focus on student academic needs, thus providing school and home connections for parents, such as homework help and curriculum extensions. The ARIS program is one of the parent workshops in which parents are trained to retrieve data and analyze data on student's academic development and progress. Parents are assisted by our parent coordinator in filling out student forms, technology systems, and facilitates bi-monthly needs based workshops, school curriculum informational meetings and parent outreach agencies and community based organizations. A monthly calendar informs parents what school wide, district-wide, city-wide events/activities are taking place. The calendar is issued in Spanish and English. When needed, we reach out to the DOE translation unit to address the language needs of all parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	1			1									12
Intermediate(I)	2													2
Advanced (A)	11													11
Total	23	1	0	0	1	0	0	0	0	0	0	0	0	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	3	1	1	3							
	I	4	4	2	1	2	5							
	A	17	10	12	7	4	9							
	P	5	1	7	21	19	10							
READING/ WRITING	B	9	1	9	4	2	7							
	I	14	9	9	10	10	6							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	5	3	5	15	9	7							
	P	1	2	1	1	5	7							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	19	2	0	29
4	6	11	3	0	20
5	5	8	4	0	17
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	3	0	8	7	5	5	0	1	29
4	3	0	10	4	2	4	2	0	25
5	1	2	4	4	8	0	0	0	19
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	2		6		10	5	4		27
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	6	15	12	6				
Chinese Reading Test								

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

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

We use EDL (Evaluacion del Desarrollo de la Lectura), Writing on Demand and TCRWP (Running Records) to assess the early literacy of our ELLs. EDL is a Spanish assessment for bilingual classrooms used to track students' development of early literacy knowledge and skills.

The assessment is designed to show educators where a child is making progress and where he or she may need further instruction. The EDL kit is based on benchmarks, or standards, that every child should meet in Kindergarten and Grades 1, 2, and 3. These benchmarks are grounded in research and reflect the current New York State literacy standards. EDL is an early emergent formal assessment that contains skills of letter name and sound recognition, word awareness, timed fluency test, and various leveled stories with retelling strategies. The Writing on Demand assessment serves as a baseline to determine the student's writing strengths and weaknesses. The TCRWP is a running record that is used to determine the students independent reading levels. It helps inform the teacher of the guided reading, strategy groups and the differentiated instruction depending on the need of each student. Most of our students are at the approaching level based on the benchmarks or standards based on the early literacy skills.

The data obtained provides us with our ELL students' independent level on phonics, fluency and comprehension throughout the year. The data also provides us with measurable benchmarks of academic growth in literacy for our learners and guides us towards differentiated plans of instruction for different levels of reading and writing.

This data drives our instructional plan based on the students' needs, and teachers are able to differentiate students' work, assessments and groupings.

The Bilingual Instructional Team analyzes student data and the patterns across proficiencies and grades. P.S. 18X had 25 new admits that were given the Language Assessment Battery Test Revised(LAB-R). In Kindergarten, there were 10 beginners, 2 intermediate and 11 advanced students totaling 23. First grade had 1 beginners, 0 intermediate and 0 advanced students totaling 1. Second grade had 0 beginners, 0 intermediate and 0 advanced students totaling 0. In third grade we had 0 beginner, 0 intermediate and 0 advanced students totaling 0. Fourth grade had 1 beginner, 0 intermediate and 0 advanced student totaling 1 and in the fifth grade we had 0 beginners, 0 intermediate and 0 advanced students totaling 0. Of the 25 new admits there were 12 students in total at the beginner stage, 2 at the intermediate stage and 11 at the advanced stage. Based on the data provided by the graph, we can conclude that most of our new admits given the LAB-R are at the beginning level of proficiency. The data also reflects that kindergarten has the most beginner level students.

On the LAB-R, a large number of our Kindergarten students are at the beginning level and some are at the advanced stages of language acquisition. As they get to the upper grades, the number of beginning and advanced level students decrease. The majority of our new admits scored at the beginner level.

The NYSESLAT modality analysis showed that in Listening/Speaking the Kindergarten students had 2 beginners, 4 intermediate, 17 advanced and 6 proficient students. The first grade had 0 beginners, 4 intermediate, 10 advanced and 1 proficient student. In the second grade there were 3 beginners, 2 intermediate, 12 advanced and 7 proficient students. In the third grade there was 1 beginner, 1 intermediate, 7 advanced and 21 proficient students. The fourth grade had 1 beginner, 2 intermediate, 4 advanced and 19 proficient students and in the fifth grade there were 3 beginners, 5 intermediate, 9 advanced and 10 proficient students. In Reading/Writing Kindergarten had 9 beginners, 14 intermediate, 5 advanced and 1 proficient student. The first grade had 1 beginner, 9 intermediate, 3 advanced and 2 proficient students. In the second grade there were 9 beginners, 9 intermediate, 5 advanced and 1 proficient student. In the third grade there was 4 beginners, 10 intermediate, 15 advanced and 1 proficient student. The fourth grade had 2 beginners, 10 intermediate, 9 advanced and 5 proficient students and in the fifth grade there were 7 beginners, 6 intermediate, 7 advanced and 7 proficient students. Based on data most of our students that were tested in the speaking and listening strand of the NYSESLAT scored at the advanced and proficient levels.

Due to the large number of students at the intermediate stage of Reading/Writing, a great deal of the instruction is geared towards literacy with ESL scaffolding techniques. During the Reader's Workshop, we provide the students with shared reading, read aloud, interactive reading, guided reading, strategy lessons and independent reading with curriculum units of study provide them with access to content as well as language to make them proficient in English. During Writer's Workshop, the students are exposed to shared writing, interactive writing, and independent writing.

The NYS ELA Exam showed that in the third grade; 8 students scored a level 1, 19 students scored a level 2, 2 students scored a level 3 and 0 students a level 4 totaling 29 ELL students. In the fourth grade; 6 student scored a level 1, 11 students scored a level 2, 3 students scored a level 3 and 0 students a level 4 totaling 20 ELL students. The fifth grade had 5 students score a level 1, 8 students score a level 2, 4 students score a level 3 and 0 students score a level 4 totaling 17 ELL students. Based on the data we can conclude that most of our ELLs tested at level 2. Students are provided with additional supplemental enrichment ELA classes during our after school and Saturday Academy. These classes are targeted to enhance and move our level two students to a high three score.

The NYS Math Exam showed that of the students who tested in English, 3 students scored a level 1, 8 students scored a level 2, 5 student scored a level 3 and 0 students scored a level 4 in the third grade. In the fourth grade, 3 students scored a level 1, 10 students scored a level 2, 4 students scored a level 3 and 2 students a level 4. The fifth grade had 1 student scored a level 1, 4 students scored a level 2, 8 students scored a level 3 and 0 students scored a level 4. Of the students who took the NYS Math Exam in their Native Language, 0 students scored a level 1, 7 students scored a level 2, 5 students scored a level 3 and 1 student scored a level 4 in third grade. In the fourth grade, 0 students scored a level 1, 3 student scored a level 2, 2 students scored a level 3 and 0 students scored a level 4. The fifth grade had 2 student score a level 1, 4 students scored a level 2, 0 students scored a level 3 and 0 students scored a level 4. Based on the data, students

scored mostly levels 2 and 3 in both English and in Native Language Arts.

In the fourth grade NYS Science exam, there were 2 students who scored a level 1, 2 in English and 0 in their Native Language; 6 students who scored a level 2, 6 in English and 0 in their Native Language; 15 students who scored a level 3, 10 in English and 5 in their Native Language and there were 4 students who scored a level 4, 4 in English and 0 in their Native Language totaling 27 ELL students. Based on data, most of our students scored a level 3 in English. Fourth grade students that are preparing for the Science performance test and objective test have additional laboratory time of instruction with our Science Specialist during their enrichment periods every week.

Of the 39 students who took the ELE (Spanish Reading Test), 6 were in quartile 1 (1-25 percentile), 15 were in quartile 2 (26-50 percentile), 12 were in quartile 3 (51-75 percentile) and 6 in quartile 4 (76-99 percentile). Based on the data most of our ELLs are performing within the second quartile (26-50 percentile) and third quartile (51-75 percentile). Students are provided with Native Language instruction within the content areas through the day in our TBE program.

When looking at the NYS ELA exam, most of our ELLs scored level 2. In the NYS Math exam, most of our ELLs scored a level 2 in English and a level 1 when tested in their Native Language. In the Science exam, most of our ELLs scored a level 3 in English.

At this time we are not using the ELL Periodic Assessments, however we are looking towards implementing and administering the test for the following year.

The ELLs Periodic Assessments are not applicable to our school.

Native Language is taught through the content areas in our bilingual classrooms.

We evaluate the success of our TBE and ESL programs by analyzing student's formative and summative assessment data to ascertain whether or not our current programs are meeting the individual needs of our English Language Learners.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>John Peter Zenger</u>		School DBN: <u>07X018</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jasmin Varela	Principal		10/28/11
Michelle Nelson	Assistant Principal		10/28/11
Carmen Nieves	Parent Coordinator		10/28/11
Janice Badal	ESL Teacher		10/28/11
Cynthia Robinson	Parent		10/28/11
Aricia Sosa	Teacher/Subject Area		10/28/11
Evelyn Miranda	Teacher/Subject Area		10/28/11

School Name: John Peter Zenger

School DBN: 07X018

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Chasity Lora	Coach		10/28/11
Natalie Villaplana	Coach		10/28/11
Yolanda Miller	Guidance Counselor		10/28/11
Dan Feigelson	Network Leader		10/28/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X018 **School Name:** John Peter Zenger

Cluster: 02 **Network:** 203

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

Part A: Needs Assessment Findings

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

Our school used the home language survey forms distributed during registration to gather the data necessary to assess PS 18's written translation and oral interpretation needs.

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.

At PS 18, we have 180 families that speak Spanish, 8 families that speak Soninke and 3 families that speak Arabic and our written translation and oral interpretation needs are based on those languages specifically. We have very few low incident language needs. Most of our parents who speak one of those languages are assigned a translator. Translators are provided by Central staff.

The following list details how these findings were reported to the school community:

1. Leadership meetings
2. Letters sent home via backpack
3. School report card
4. Parent Teacher Conferences/Workshops
5. One to one orientation with Parent and ESL Coordinator

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.

As in the past, our school will provide translation services through in-house school staff and parent volunteers. Our parent coordinator, who is bilingual, is always present at our meetings. Written translations are provided by our parent coordinator. Our parent coordinator and parent volunteers meet the everyday needs of our parents through oral and written translations.

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.

Since the majority of our parents who are bilingual speak Spanish, we provide these services in-house by our parent coordinator.

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>.

All school letters and notifications are translated into Spanish which is the language the majority of our parents speak. We also provide translated documents in low incident languages, such as French and Arabic. These translated documents are retrieved from the DOE website or through in-house translations. Furthermore, parents that need additional assistance are contacted by telephone and support is provided based on their individual needs.

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: John Peter Zenger	DBN: 07X018
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 18 will conduct an ESL program that will focus on students who are at different levels of proficiency. This program is based on the five essential components of reading instruction, which the New York City Department of Education has woven into its Children's First Initiative. The Children's First Initiative provides clear opportunity for early literacy learning, etc. This year's ESL after school program will target the bottom 1/3 of our LEP students. The students will be grouped according to their grade.

Services will be provided in a Title III funded after school program that will meet for 13 sessions beginning December and ending April on Tuesdays for 2 hours from 3:00 p.m. to 5:00 p.m. There will be six teachers employed for 13 sessions. The Benchmark Education Writer's Workshop program will be part of the Title III program during the per session activities. Six teachers will be certified in ESL and/or Bilingual Education. The teachers will engage students with shared writing experiences, help to establish the reading/writing connection, and provide opportunities for constructed response. As a result of the teachers implementing this program, the students will successfully improve their listening, speaking, reading and writing skills, as well as improve their content knowledge.

The program will enrich the English proficiency of the participating students by allowing teachers to incorporate a balanced literacy program where whole language and related arts add strength to each other. It is a research based program that improves the oral language of students by integrating prior knowledge, vocabulary and other skills appropriate for LEPS to enrich their comprehension in reading so that they can become successful speakers, readers and writers. The students' success will be measured by utilizing Learning Standards for English as a Second Language 1 and 3. In addition to On the Way to English, P.S. 18 also offers Headsprout, Mondo, and Imagine Learning Programs, which are aligned to the five elements of reading as identified by the National Reading Panel- phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and adds a crucial sixth element, oral language. These programs are used at least 3 times a week for about 20 minutes a day as a supplement to further enhance the ELL students' Second Language capabilities.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Our school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students is based on implementation of the Benchmark Education Writer's Workshop program. A Benchmark representative will be providing teachers with a one day/three sessions workshop for two hours on the implementation of the program.

The following workshops have proven to be helpful and instructional, so we will continue to prepare our ELLs staff in preparation for the writing of the LAP and administering of the NYSESLAT during the 2012-2013 school year.

- Technical support in writing the LAP
- CR Part 154 Support
- District support staff for NYSESLAT
- Preparing ELLs for the ELA and NYSESLAT Assessments
- Title III Technical Support
- Compliance with Program Mandates for ELLs
- Professional Development (ELL Liaison /Instructional Lead Meetings)
- Professional Development Institutes (UFT Teacher Center)

Other professional development activities that will take place this year include study groups, and bilingual meetings. These activities will be for all teachers responsible for the delivery of instruction and services to limited English proficient students. The professional development will provide teachers with specific comprehensive skills development combined with practice and application in the five key areas of reading: phonemic awareness, phonics/word study, vocabulary, comprehension and fluency.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parental involvement will consist of workshops that will be conducted beginning in September and ending in June. Parents will be notified of these activities in their preferred language. PS 18 will have The Translation Interpretation Unit translating these letters. These workshops will be offered once a month from 9:00 a.m. to 10:15 a.m. to an audience of approximately 30 of our parents and will also be in their preferred language. During these workshops the parents will be provided with refreshments and educational incentives.

- > Lincoln Hospital Health Fair and Parent Workshops
- > Nutrition Workshops
- > Cancer Awareness, Diabetes, Hypertension, and other health issues
- > Common Core Standards, Special Reform, Title I Chancellor's Regulations, Helping your child succeed in school, SES services
- > Professional Development on various topics related to Chancellor's Regulations
- > Community topics of interest, educational trips and learning activities
- > Fire Safety and CPR
- > Safety and Gang Awareness

As a result of parents participating in these workshops, we expect to fortify their knowledge on these various topics so that they can be more equipped to participate in their children’s educative process.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		