



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** EDWARD BUSH SCHOOL FOR LEADERSHIP

**DBN (i.e. 01M001):** 14K018

**Principal:** ALISON J. ALEXANDER

**Principal Email:** [AALEXAN4@SCHOOLS.NYC.GOV](mailto:AALEXAN4@SCHOOLS.NYC.GOV)

**Superintendent:** ALICJA WINNICKI

**Network Leader:** DAISY CONCEPTION

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Alsion J. Alexander	*Principal or Designee	
Maritza Aviles	*UFT Chapter Leader or Designee	
Cynthia Munez	*PA/PTA President or Designated Co-President	
Blanca Ramirez	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> )	
	CBO Representative, if applicable	
Francis Michalokos	Member/ Teacher	
Lisa Marchello	Member/ Teacher	
Lydia Osorio	Member/ Parent	
Maria Santiago	Member/ Parent	
Teresa Ortiz	Member/ Parent	
Adelaida Cirilo	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- ✓ Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- ✓ Conduct a needs assessment of your school
- ✓ 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- ✓ Enumerate the strategies and activities that will be implemented to achieve each goal.
- ✓ Identify all fund sources that will be used for the completion of each activity.
- ✓ List the projected timeline for completion of each activity, including the start and end date of each activity.
- ✓ Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 100 % of teachers will receive feedback and support to show growth on the following Danielson Competencies:

- ✓ 2B- Creating a Culture for Learning
- ✓ 2D- Managing Student Behavior
- ✓ 3B- Questioning and Discussion

3C- Engagement - (multiple entry points)

### Comprehensive Needs Assessment

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

2013 progress report grade is a C with a score of 38.5. This reflects a drop of 16.4 points compared to the 2012 progress report grade of B with a score of 54.9.

Median growth percentile for ELA was 58% which is 36.1 % of the peer range.

Median growth percentile for Math was 45.5% which is 12.3% of the peer range.

Average proficiency rating in ELA on the 2013 progress report was 2.28.

Average proficiency rating in Math on the 2013 progress report was 2.44.

Less than 5 SWD scored Level 3 or 4 on the 2013 progress report.

40% of ELL made progress on the 2013 progress report.



### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will receive 1 observation per month with actionable feedback as per the ADVANCE system of observation.
2. Teachers will receive professional development on the four identified Danielson Competencies.
1. Teachers will receive Weekly Bulletins that outline things observed during instructional walkthroughs which serve as professional development. The memos have next steps and specific suggestions to implement instructional strategies and it provides feedback to teachers.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Principal has created an observation schedule and has created a structure to ensure that feedback is given in a timely fashion.
2. Principal and network achievement coaches will provide professional development for teachers based on their needs.
1. Principal will create the weekly bulletins and include content to address the immediate needs around teaching and learning.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Ratings of competencies entered in ADVANCE will be used to determine the effectiveness of the professional development.
2. Tracking teacher goals based on the Danielson Rubric will determine teacher growth which speaks to the effectiveness of the professional development.
3. Student growth measured by performance tasks rubrics, classroom exams ST Math, Performance Series and work samples will be used to evaluate the effectiveness of the professional development.
- 1.

#### D. Timeline for implementation and completion including start and end dates

1. Observations will begin in October 2013 and continue through April 2014 for ADVANCE. However, teachers will continue to receive feedback from walkthroughs and observations through June 2014.
2. Professional development will be offered on an ongoing basis. Observations specifically addressing the competencies above will begin in November 2013 and will continue through June 2014.
1. Weekly Bulletins began in October 2013 and will continue through June 2014.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be asked to submit their Flow of The Day so principal knows when different subjects are being taught. This will enable the principal to observe different subjects so feedback can be given in different subject areas. It allows the principal to be strategic in choosing when she conducts observations.

2. The master schedule was created to provide all grade levels with a common planning period. Wednesdays will be used as professional development days because the schedule is setup to support that. ARIS Learn will also be used to provide professional development to teachers.
1. The weekly bulletins are available to teachers every Monday morning and teachers must sign that they received it. This allows the principal to ensure that all teachers received the bulletin and they are held accountable for the information it contains.

**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).

Starting January 2014, parents will receive a monthly newsletter that outlines what students are working on in each subject and suggestions for supporting them at home. Starting December 2013 PTA meetings will be held before Family Fun Nights where we have had a large parent turnout.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

75% of students in grades 4 & 5 will achieve a 10% - 15% increase in the median growth percentile in ELA & Math on the 2014 Progress Report.

**Comprehensive Needs Assessment**

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

2013 progress report grade is a C with a score of 38.5. This reflects a drop of 16.4 points compared to the 2012 progress report grade of B with a score of 54.9.

Median growth percentile for ELA was 58% which is 36.1 % of the peer range.

Median growth percentile for Math was 45.5% which is 12.3% of the peer range.

Average proficiency rating in ELA on the 2013 progress report was 2.28.

Average proficiency rating in Math on the 2013 progress report was 2.44.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Review item skills analysis (ITA) with teachers in grades 4 & 5 (in ELA & Math) to identify areas of strength and weakness. The information will be used to tailor instruction and plan small group work. Review performance series data for grade 3 to identify areas of strength and weakness. The information will be used to tailor instruction and plan small group work.
2. Administer Go Math performance tasks and monitor progress.
3. Review Go Math performance tasks to determine where in the mathematical process students' thinking is breaking down.
4. Spatial Temporal Math 90 min. per week to support deep conceptual understanding of mathematics with strong connections between concepts and across grades. Student progress will be tracked.
5. Incorporate skills period for ELA (30 minutes per day) to target student needs and support CCSS mastery.
6. ESL teacher and SETSS teacher will provide support for ELL & SWD in both ELA and Math

**B. Key personnel and other resources used to implement each strategy/activity**

1. Classroom teachers and principal
2. Classroom teachers, ESL & SETSS teachers, and principal
3. Classroom teachers and principal
4. Classroom teachers, ESL & SETSS teachers, and principal
5. ESL and SETSS teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Grade 3 Student work and classroom assessments will be analyzed and tracked to determine student growth in identified areas for improvement. Grade 3 student progress will be assessed by performance series which measures student growth in specific areas.
2. 3-5 students results from the Go Math performance tasks will be analyzed and tracked to determine student growth in identified areas for improvement.
3. 3-5 students Student work and performance assessments will be analyzed to determine student growth in identified areas for improvement.
4. 3-5 students ST math tracks student progress. Administrative reports to show progress will be printed and monitored monthly.
5. 3-5 students Practice tests, performance assessments and student work will be tracked to monitor student progress and growth.
6. 3-5 students Saturday Academy will be created to service smalls groups of students to prepare them for the exam.
7. 3-5 students ESL and SWD test scores and student work will be analyzed by service providers to track growth and create action plans to address individual student needs.

**D. Timeline for implementation and completion including start and end dates**

1. ITA and Performance Series data will be reviewed with teachers in a one on one meeting in December 2013
2. Go Math performance assessments will be administered on an ongoing basis throughout the year at the end of each unit.
3. Analysis of Go math performance assessments to determine the breakdown in the mathematical process and students' thinking will be ongoing throughout the year after the performance task is administered.
4. A computer schedule for teachers to take students to the lab to engage in ST math was distributed to teachers in October. ST Math will continue throughout the year until June 2014.
5. Skills period will begin in January 2014 and continue until June 2014.
6. Saturday Academy will run 7 weeks beginning March 1, 2014 and ending April 12, 2014.
7. ESL and SETSS provider will support the students they service in ELA and Math on a weekly basis. Providers will be given a collaboration sheet from classroom teachers that outline the focus of classroom instruction for the week in ELA and Math so they can support classroom instruction when they work with students. This will begin in December 2013 and continue to June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will be given additional preps to review data and create an action plan to address the needs of the students.
2. Go Math performance assessments will be given during the math block.
3. Data analysis will be done during common planning time. Teachers will also receive coverage to hold data meetings with me once per month.
4. The schedule was created around the master schedule to ensure that there are no conflicts. The majority of the ST Math periods occur in the afternoon so it doesn't interrupt the literacy block.
5. Presently, all classes are doing a skills period to address the language standards of the CCSS (grammar, vocabulary, word study). In January that work will be replaced with the CCSS skills work. Teachers in grade 3-5 will use Rally Making Connections ELA book during this period.
6. A special schedule will be created for the Saturday Academy. Students will receive small group instruction in ELA and Math.
7. ESL and SETSS providers' schedules already support this work. They will be using various resources to support the CCSS being address in class and the skills identified in the ITA or Performance Series data.

**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).

In January, I will hold a workshop for parents in grades 3-5 titled "How To Help Your Child Get Ready For The State Exam". In that meeting parents will see samples of the exam questions and receive specific strategies they can use at home to help students prepare for the exam. Starting January 2014, parents will receive a monthly newsletter that outlines what students are working on in each subject with suggestions for supporting them at home.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #3**

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

### **Annual Goal #3**

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

- ✓ By June 2014, 75% of students from grades K-5 (ELL & SWD included) will move 2 levels as measured by the New York City MOSL performance task rubric.

### **Comprehensive Needs Assessment**

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

- Based on the New York City Baseline Performance less than 75% of the students scored a Level 3.
  - Based on the BOY reading assessment (WRAP), 28% of students are reading on or above grade level.
  - Based on the 2012-2013 Progress Report, only 42% of ELL students scored at the 75 % growth percentile or higher.
  - 58% of the students are in the median growth percentile as measured by our peer range in the school Progress Report Grades 3-5
- 69% of the students in the lowest third progressed at least one year as measured by our peer range in the school Progress Report

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

2. Instructional focus on planning activities (using multiple entry points) to meet the needs of all students in every lesson. The ReadyGen Scaffolded Strategies Handbook will be used to assist teachers with planning small group activities to meet individual student needs during the literacy block.
3. End of unit performance tasks in ReadyGen will serve as formative assessments of areas in need of improvement and areas of strength to leverage. This information will be used to inform instruction and monitor student growth toward meeting this goal.
4. A balanced literacy approach will be utilized in grades PreK-5 to support language development and strengthen reading and writing skills (shared reading & writing, guided reading & writing, read aloud, word study and center work to reinforce the 5 pillars of reading).
5. In grades K-5, guided reading or guided close reading will be done daily. Guided reading will be done with instructional level texts to increase students' reading levels and Close Reading will be done with Grade level complex texts to support comprehensions and analysis.)
6. The ESL teacher will incorporate the instructional focus from students classrooms as well as build language acquisition when they are pulled out of the classroom for mandated ESL services. He will also conduct professional development sessions to help teachers provide strategies for addressing the needs of ELL students.
3. All teachers will receive professional development in the Danielson Framework, specifically domains 3c-engagemnt (multiple entry points), 3b-questioning & discussion, and 3d assessment.

#### **B. Key personnel and other resources used to implement each strategy/activity**

2. All teachers and Service providers (Mr. Pancholli – ESL and Ms. Marchello SETSS). Administration and network support staff will provide professional development for teachers.
3. All teachers and Administration.
4. All teachers from grades PreK-5 and service providers (Mr. Pancholli – ESL and Ms. Marchello SETSS). Administration and network personnel will provide professional development for teachers. Teachers will be given a resource from the University of Texas School of Education that has center activities for each pillar of reading and a procedure for progress monitoring.
5. All teachers from grades PreK-5 and service providers (Mr. Pancholli – ESL and Ms. Marchello SETSS). Administration and network personnel will provide professional development for teachers on close reading and guided reading. Teachers were given the characteristics of text to help them target specific reading strategies students must master to increase their reading level and comprehension.
6. Mr. Pancholli (ESL teacher), administration and network personnel will support teachers with developing a toolbox of strategies that can be used to support ELLs.
7. Classroom teachers will inform Mr. Pancholli weekly of the instructional focus for the week and the CCSS being addressed through instruction. Administration will provide teachers with a sheet to record their instructional focus and share it with the Mr. Pancholli, the ESL teacher. This will enable him to effectively plan learning activities to support classroom instruction when providing mandated ESL services.
3. Administration and support staff from the network will provide professional development for teachers on the Danielson Framework. Teachers will also be referred to ARIS learn to receive professional development on the Danielson Framework.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

2. Using various entry points to provide access to learning for all students will be evaluated for effectiveness by conducting weekly walkthroughs and implementing a consistent cycle of observations to provide actionable feedback to teachers. Grades 3 to 5 teachers will use ReadyGen pacing to track when assessments are administered and analyzed. Results of the assessment will determine if strategy is effective by monitoring student growth.

3. Weekly walkthroughs and implementing a consistent cycle of observations to provide actionable feedback to teachers will determine the effectiveness of this strategy. Also evaluating student work (running records, writing samples) will be reviewed to determine the effectiveness of this strategy.
4. The principal will conduct weekly walkthroughs and implementing a consistent cycle of observations to provide actionable feedback to teachers will determine the effectiveness of this strategy. Also evaluating student work (running records, writing samples) will be reviewed to determine the effectiveness of this strategy.
5. Through observations and walkthroughs, administration and network personnel will be looking for evidence that strategies shared in professional development are being implemented. Also teachers will be asked to reflect on the strategy and share the strategies impact by showing examples of student work during common planning time and inquiry meetings.
6. Copies of the articulation sheet will be shared with administration and I will look for evidence that the ESL provider is addressing the CCSS focused on in students' classroom. Student work samples will also be used to assess the effectiveness of this strategy.
4. The ADVANCE system of observations will be used by the Principal to determine the effectiveness of the professional development.

**D. Timeline for implementation and completion including start and end dates**

2. By November 2013, all teachers of grades 1-5 will begin planning multiple entry points for students.
3. Teachers have already begun administering ReadyGen end of unit performance assessments. Grades K-2 will administer the assessment every 6 weeks. Grades 3-5 will administer the assessments every 9 weeks. The final performance assessment will be administered in June 2014.
4. Beginning November 2013, all teachers in grades K- 5 will begin implementing shared reading – writing, read aloud and word study into their daily instruction. These practices will continue until June 2014. PreK will begin implementing these elements of balanced literacy in December 2013 and they will continue until June 2014.
5. Professional development will be provided to teachers in December 2013 on guided reading using the characteristics of text as a guide of what skills to focus on and guided close reading. Teachers have already begun implementing guided reading and guided close reading. It will continue until June 2014. The purpose of the professional development is to support teachers with making the small group work more effective.
6. Professional development on strategies to support ELLs will begin in December at our faculty conference and will happen throughout the year during common planning sessions until May 2014. The goal is for 1 strategy per month to be introduced and monitored throughout the month.
7. Teachers will begin sharing their weekly instructional focus and CCSS addressed with the ESL teacher and the SETTS teacher in December 2013. This will continue weekly until June 2014.
3. ADVANCE observations will begin in November 2013. Each month teachers will be evaluated using the ADVANCE system until April 2013. Teachers will be given feedback from walkthroughs in-between observations.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

2. Network achievement coach will be asked to address this during our Wednesday planning sessions. The network special education person will also provide professional development on Universal Design For Learning. Teachers will also be directed to ARIS Learn.
3. Teachers will be given common planning time to grade assessments and participate in protocols for looking at student work.
4. Teachers have been given resources that explain the components of balanced literacy and their purpose. Principal will hold planning sessions to support teachers with implementing these strategies as well as model/team teach to provide additional support.
5. Teachers were given the characteristics of text. Principal will hold planning sessions to support teachers with implementing guided reading and will model it when necessary. To support close reading, teachers were given an article on close reading. Principal will model and team teach to provide additional support.
6. Each month teachers will be given a strategy to focus on from a resource “50 strategies to support English Language Learners”. Mr. Pancholli, ESL teacher will also provide resources to teachers he receives at various professional development sessions.
7. Teachers will be given an articulation sheet to share their instructional focus and CCSS addressed to support the collaboration between classroom teachers and the service providers.
3. Teachers will be given actionable feedback and directed to ARIS Learn to address areas in need of improvement based on the Danielson Rubric.

**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).

Starting January 2014, parents will receive a monthly newsletter that outlines what students are working on in each subject and suggestions for supporting them at home. Starting December 2013 PTA meetings will be held before Family Fun Nights where we have large a large parent turnout.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Goal and Action Plan #4

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

#### **Annual Goal #4**

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

#### **Comprehensive Needs Assessment**

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

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

##### **D. Timeline for implementation and completion including start and end dates**

1.

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

#### **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).

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Goal and Action Plan #5

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

#### **Annual Goal #5**

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

#### **Comprehensive Needs Assessment**

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

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>✓ Guided reading instruction</li> <li>✓ Close reading instruction</li> <li>✓ Repeated readings</li> <li>✓ Foundations</li> <li>✓ Wilson</li> <li>✓ Balanced Literacy</li> </ul>	Small group One to one instruction	During the school day During extended time
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>✓ Intense hands on instruction using the 8 mathematical processes</li> <li>✓ Repeated readings</li> <li>✓ Use of manipulatives</li> <li>✓ ST Math</li> <li>✓ Math drills</li> </ul>	Small group One to one instruction	During the school day During extended time
<b>Science</b>	Guided reading Close reading Repeated reading Vocabulary scaffolding Hands on activities	Small group One to one instruction	During the school day
<b>Social Studies</b>	Guided reading Close reading Repeated reading Vocabulary scaffolding	Small group One to one instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor  Group Counseling  At-risk Services provided by the School Psychologist	Small group 1:1 with an at risk service provider	During the school day Extended day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Regular cycles of observation with actionable feedback using the Danielson Rubric. Professional development on the Danielson Framework for teaching and other topics based on teacher interest and areas identified as in need of improvement. Teacher survey of strengths and areas they identified as in need of improvement. Teacher survey on topics they want for professional development.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
ARIS Learn Professional development sessions with Network Achievement coach Professional development sessions with principal Study group around professional texts (Math, Reading, ESL instruction and rigor) Professional development sessions outside the building

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All school funds are used to address the needs of its intended population. Students in Temporary Housing money is set aside and scheduled to be used to support families with materials needed for children to be successful in school.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Early childhood centers (parents and students) visit PS 18's kindergarten classes. The principal and the parent coordinator discuss the shifts from pre-school to kindergarten and provide strategies for parents to use with their children over the summer to prepare them for kindergarten.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During faculty conferences and instructional cabinet meeting, school data is discussed and collaboratively as a staff, decisions are made about school goals, assessment selection and professional development. The UFT representative is also consulted on decisions of this nature to ensure collaboration on the highest level. All stakeholders take part in the decision making and the professional development opportunities.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,
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high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> 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; we have already secured training dates for Learning Leaders

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*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 1<sup>st</sup> 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; Learning Leaders will provide parent training in December 2013;
- 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; ask children each day to share with you something they learned in school that day.

## **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.
- Understand that learning is my responsibility each day

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>018</b>
School Name <b>Edward Bush School for Leadership</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Alison Alexander</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Avinash Pancholi</b>	Guidance Counselor <b>Rita Carrington</b>
Teacher/Subject Area <b>Frances Michalakos - 4<sup>th</sup> Grade</b>	Parent <b>Maria Simon</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Blanca Ramirez</b>
Related Service Provider <b>Lisa Marchello - SETSS</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Daisy Conception</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>197</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>20.81%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	4	4	4	4	4	4								24
Pull-out						1								1
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>25</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	9
SIFE	2	ELLs receiving service 4-6 years	12	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	29	2	6	12	0	2				41
Total	29	2	6	12	0	2	0	0	0	41

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	8	5	5	7	6								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
<b>TOTAL</b>	9	8	5	5	7	7	0	0	0	0	0	0	0	41

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	6	3	2	0	2	1								14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	4	1	0	2	1								8
Advanced (A)	3	1	2	5	3	5								19
Total	9	8	5	5	7	7	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1			7
4	5	1	1		7
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	2						7
4	4	1	2						7
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4				1	3		3		7
8									0
NYSAA Bilingual (SWD)									0

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

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At PS 18, we use WRAP assessment, Breakthrough to Literacy, to plan instruction for ELLs. Leveled classroom library books are used to assess the reading level and comprehension of our students. The data shows that students need additional support in decoding words and expressing their ideas in terms of how they feel about characters and content of the books they have read. Resulting data is shared at grade level meetings and school wide professional developments to provide necessary scaffolds to support students in language development and understand grade level academic language. Strategies that work are also presented and shared at the in-house professional development sessions.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The results of the LAB-R and NYSESLAT of ELLs in Kindergarten and first grade indicate that students are scoring at the beginning level of proficiency. Students in second and fourth grades are scoring evenly at the beginning and advanced levels. However, in third and fifth grade, most of the students are at the advanced level.

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

Each year, NYSESLAT data is compared with ELL students' scores on state ELA, math, science and social studies tests. In the past school year, 2012-13, NYSESLAT data has matched the trend of previous years at P.S. 18: students generally obtain high scores in the listening/speaking modalities, but lower scores in reading and writing. These results drive instruction, with ESL teachers focusing more on reading and writing than oral skills.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across NYSESLAT will be used to adjust instruction to ensure that we are supporting language acquisition throughout the day. Strategies to support students with language acquisition will be integrated into the curriculum by all teachers throughout the day. Particular focus will be given to supporting reading and writing skills of ELL students as that is the area where students perform the lowest.

4. For each program, answer the following:

- a. 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?

- a. Newcomers and SIFE are offered opportunity to take tests in English as well as their native language. Based on the past results, it seems, newcomers do better when they take the tests in their native language.

- b. The results of ELL assessments are shared across the grades during professional development and school wide meetings. The instructional shifts required are discussed. The results of these assessments show that ELLs need extra help in areas such as reading and writing.

- c. The native language of ELLs is supported through the use of picture/bilingual dictionaries, glossaries, books in the native language and technology.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

At PS 18, we analyze the NYSESLAT, math and ELA test data in September to plan instructional support for ELLs, especially SWDs and others who can benefit from The Response to Intervention (RtI) model. We continue to track the data of ELL performance in periodic assessments and other evaluations through out the school year, to make necessary changes in the instructional design and scheduling. This screening is used to determine how best to support language development for individual students and what tier of RTI students should be placed in.

Patterns and trends observed from assessments (NYSESLAT, math and ELA exams) are used to design a strong instructional core so the first tier of RTI is designed to meet the needs of most students. As students participate in this tier of instruction and progress monitoring is done to document students growth, additional support is offered to address the individual needs of students. This may include flexible grouping and timely shifts from push-in to pull-out models as necessary based on students' performance.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The information gained from parents and a child's education history is used to assess the child's language development and school experience. That information, in conjunction with other screening assessments, is then used to determine which instructional supports will be put in place. At PS 18, all teachers are focused on using instructional strategies to support language development for ELL students. It is a school-wide focus for this school year.
7. 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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The effectiveness of ESL program is evaluated utilizing both quantitative and qualitative data. The results of standardized tests, NYSESLAT, students' academic performance in class (work samples), how well the student has adjusted to the school environment and oral language are used to evaluate the success of our ELL program.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
All parents registering their children in P.S. 18 are administered the Home Language Information Survey (HLIS) in their native language. The certified ESL teacher Mr. Pancholi administers the HLIS. The ESL teacher conducts an interview with the family to discuss their home language and uses the interpretation services of trained pedagogues or the Translation and interpretation Unit when necessary. The parent's responses on the HLIS form is then reviewed to determine if a student is eligible for LAB-R testing. All newly admitted students whose HLIS indicate a home language other than English are administered LAB-R within 10 days of enrollment. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R are administered Spanish LAB with the help of a teacher who knows Spanish to determine language dominance.  
The ESL teacher promptly reviews the LAB -R tests and hand-scores them and delivers the tests to a pick-up site for machine scoring. Students who have not obtained a passing grade on the LAB-R are identified as being eligible for ESL services. At that point, the ESL teacher administers an informal assessment to determine the students language and literacy skills.
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.  
All parents of newly identified ELLs are invited to a parent orientation within 10 days of being identified as eligible for ESL services. An entitlement letter in the home language of the parent is sent home inviting them to the orientation. The parents view the online DOE video especially prepared by the Office of English Language Learners in their native language describing all three program choices (Transitional Bilingual Education, Dual Language and freestanding ESL). During the orientation, trained pedagogues who are native speakers of Spanish, translate for parents. If the home language is other than Spanish, translation services will be contacted to ensure parents have help available to communicate effectively at the meeting. If parents are not able

to attend the orientation, the ESL teacher reaches out to them in a number of ways: Through phone conversations, meeting parents at arrival and dismissal to personally explain the process of parental choice and makes an appointment for them come in and watch the video. These attempts by the ESL teacher to reach parents continue for an additional week after the initial window of the initial parent orientation. After that, the principal and the parent coordinator is informed and they then make attempts to contact parents. In past experience, this process has been effective. Outreach to parents are done by sending home letters in both English and Spanish to the entire school community informing them of changes to our ESL programs. We also post information on our parent board in the school lobby and posters announcing the change are posted on the exterior of the building.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Entitlement letters in native language of the parents are sent home. The ESL teacher makes every attempt to personally hand deliver the letter to each of the parents of new ELLs during dismissal time or when they come to drop off their children. The ESL teacher contacts parents to ensure all entitlement letters are received by the parents. He also makes sure that the Parent Surveys and Program choice Selection forms are properly filled in after the parents have watched the DOE video and they have understood the programs. The parent survey and program selection forms that are filled in are filed in the cumulative folders of individual ELLs. Copies are filed in ESL binders for record keeping and stored in a secured location in the main office. The principal also receives a copy of the forms.

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.

The criteria used to place students who have been identified as ELL students initially depends upon the parents' choice. The second level of criteria depends on if the students are Spanish dominant as per Spanish Lab. Also the students school background (new immigrants and/or SIFE) will also be considered when placing students in an ESL/Bilingual program. Once we determine the best program to suit the needs of the child, a meeting with the parent is then scheduled to discuss our recommendations if it is different from the parent's choice. Currently P.S. 18 only offers freestanding ESL. We are in the process of applying for a grant to open a dual language program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered to all ELLs in the building per ATS generated list as of April each year. The testing coordinator, principal and the ESL teacher plans for testing well in advance, ensuring that all students are tested under appropriate testing conditions. The testing schedule, including all four testing modalities i.e. speaking, listening, reading and writing, is carefully designed to ensure students are administered all sections of the test within the testing window. The schedule provides time to test each student individually for the speaking part of the test and is scored by a trained pedagogue other than the person administering the exam. Each part of the exam is administered by grade on separate days in small groups. The lower grades (K-2) and upper grade (3-5) test on separate days. The NYSESLAT is not a timed exam. The testing scheduled is spread out to provide all students with enough time to do their best. One week before the exam, parents are sent letters informing them of test dates in English and parent's native language, accompanied by a brochure describing the test. The letter informs parents of which part of the test their child will be taking and that they should ensure that students get a good nights sleep, eat breakfast and arrive to school on time on the days of the test. Students who were absent are promptly administered the remaining parts of the test in the make up period during the testing window.

6. 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.) 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. 
- For the past several years, almost all parents of new ELLs at PS 18 have chosen ESL as their program of choice. The trend has been that parents have always chosen freestanding ESL. For example, during the two parent orientations hosted by us in September and October 2013, all parents of ten newly identified ELLs per LAB-R have chosen freestanding ESL. However, the principal has indicated that she is interested in opening a dual language (Spanish) program to provide parents with the opportunity to have students become literate in both their home language and English.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The organizational model used at PS 18 is a combination of push-in and pull-out to meet the individual needs of students and ensure that they receive the mandated minutes of service.

PS 18 uses a heterogeneous block model. The students in the classes are at different ability levels and they travel together as a group throughout the day.

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)?

At P.S. 18, we have a freestanding ESL program with one ESL teacher who has a set schedule to follow. The schedule was designed to ensure that all students receive the mandatory instructional minutes outlined in CR Part 154. Based on our 50 minute periods, it was calculated how many periods of service students needed to ensure they received the appropriate minutes. For beginners and intermediate students who are entitled to 360 minutes per week, they are serviced 7.2 periods per week. The advanced students who are entitled to 180 minutes per week are serviced 3.6 periods per week. In practice that equates to beginners and intermediate students receiving ESL services for 7.5 periods per week and the advanced students receiving services for 4 periods per week. To achieve this, a schedule that combines a push-in and pull-out model was created. During push-in, students in different classes on the same grade were combined. Also, during pull-out sessions, students across grades with similar needs were grouped together.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

A variety of learning strategies are applied to differentiate instruction for ELL subgroups. The approaches include multiple intelligences, Cognitive Academic Language Learning Approach (CALLA) for the upper grades, cooperative learning, project based learning, role playing, process writing, buddy reading and writing. All teachers have a language acquisition chart that outlines behaviors of students at that level, what they can do and instructional strategies teachers can implement to support language development. In addition, all teachers use visuals to help students grasp vocabulary words and plan activities to engage students in hands on learning. All lessons are aligned to the CCLS and our school wide focus is rigor (students meeting the same learning objective through different entry points). Our hope is that as we develop our pedagogy in this area, our ELL students will benefit from rigorous core instruction planned with their needs in mind.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Newly identified ELLs who speak Spanish are administered the Spanish LAB. P.S. 18 currently has a freestanding ESL program and the LAB is the only assessment we use to evaluate students in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

All ELLs are required to take four modalities of the NYSESLAT test: speaking, listening, reading and writing. The every other month, the ESL teacher periodically evaluates their skills to assess who needs additional help in which of the modalities.

Working in small group, the ELLs get opportunities to practice speaking by expressing their ideas. The ESL teacher models proper ways to respond and invites individual students to share their ideas. Those who need extra help, due to various reasons such as speech impairment are referred to for speech therapy, other are encouraged to practice more to fine tune their speaking skills by first listening to audio books and cds.

The ELLs listen to songs, chants and books on cds. They are asked to answer some questions about what they have listened to.

The ESL teacher frequently gives spelling test of grade level vocabulary words and also dictation, to evaluate where each ELL stands in terms of their listening and writing skills. A quick check of the students' writing, helps the teacher know what kind and in what area of writing mechanics each of them need help.

Read aloud reading sessions are held regularly to assess both listening and reading comprehension skills of the ELLs. After providing some assistance initially, each ELL is invited to read to the teacher high interest books at their reading level and they are asked comprehension questions. Those who need additional help are provided decoding and reading comprehension strategies during guided reading sessions.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. PS 18 has two SIFE students. The SIFE students are Spanish language dominant new immigrants.

Context-embedded material and manipulatives are used extensively for SIFE, new comers, new immigrants and those ELLs who need additional assistance in understanding and developing basic English. This also helps them understand new words and concepts in content areas such as math, science and social studies.

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

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

b. We have 29 newcomers who have completed less than three years in US schools. Newcomers taking standardized tests are provided extensive training in test taking strategies as well as before and after school test prep. During test prep and NYS testing, those students needing translated materials and/or interpretation services are provided. Test preps and strategies including following directions, responding to questions and transferring them on to an answer grid are incorporated in the lessons. As the year progresses, the newcomers are gradually exposed to ideas and concepts more through verbal and written clues so as to minimize their dependance on concrete objects and visuals. This in turn, helps them continue to learn outside of the school. The ultimate goal is to make them independent, life-long learners who can apply their skills for higher studies and real life situations.

c. PS 18 has 12 ELLs who have been receiving ESL services for 4 to 6 years. These ELLs need extra support in reading and writing sub-areas of language development and application. Interventions being implemented for providing additional academic support to these ELLs include: (a) A very small group Extended-time tutoring three times a week from 7:52 to 8:30a.m.; (b) A small group and/or 1-to-1 instruction in subject areas where the assistance is most needed for language application during pull-out/push-in by the ESL teacher using a variety of ESL strategies, multiple intelligence; (c) Applying the Cognitive Academic Language Learning Approaches (CALLA) appropriate to the student interest/s and grade level to improve their writing mechanics including spelling, grammar and usage and help hone sentence structure skills by step-by-step process writing using workshop model; (d) Being in standardized test-taking grades, these ELLs will be provided additional help in small group sessions to help understand and apply academic language embedded in content areas such as math, science and the NYSESLAT writing sub-area. (e) Periodic informal assessments of skills required will be administered by

the ESL teacher and Academic Support Intervention teachers to evaluate their academic growth; (f) Strategies to promote reading comprehension skills include: using ESL strategies in combination with the multiple intelligences approaches; using high-interest content area related informational reading in science and social studies to help the ELLs make meaning of academic language embedded in the text; focused instruction with the help of reading resources with idioms commonly used in American English to assist these ELLs in understanding idiomatic expressions often used in literary writing at their grade level. (g) If any additional support is needed, a special meeting with their parents will be convened and with the parent consent the school will provide services required.

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

The former ELLs are provided all mandated testing accommodations including separate testing location and additional time to finish the test.

7. 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?

The programming for ESL instruction is designed with learning needs of all ELLs including ELL-SWDs. For the ELL-SWDs, we introduce concepts through hands on activities using easy to use manipulatives including story boards and picture/photo cards. The students are heterogeneously grouped so that ELL-SWDs get an ample of opportunity to participate in all the activities with their peers. During group work, each ELLs gets a chance to play a meaningful role. This provides a number of opportunities during the school day to all students, irrespective of their level of English proficiency, disabilities and limitations to participate wholeheartedly in all activities. This, in turn, help create a family of learners where everybody has role to play and can make a meaningful contribution of the group. Usually, it is the ESL teacher who discovers a particular concern or a need an ELL may have while administering the LAB-R test in the beginning of the school year. The ESL teacher promptly holds a conference with the classroom teacher of the student to briefly discuss student's needs and/or teacher concerns. During these meetings both teachers come up with strategies and materials to provide support for the student. Part of this process is determining if the issue is due to language or a learning disability. The child's case is brought to the Child Study Team (CST) comprised of members from the school based support team (SBST), the ESL teacher, The SETSS teacher and the principal. At that meeting the child's IEP is reviewed and the team determines the course of action to effectively meet the child's needs and monitors progress. At this meeting, it is the role of the CST to ensure that all service providers work collaboratively to meet the needs of the student that is mandated by the IEP and support language acquisition. All providers who service the student will coordinate to ensure that there are no conflicts in the schedule. If at the CST meeting, it is determined that the student needs services that we do not have the appropriate personnel to provide, central is contacted to assist us. If we do not offer a program that is recommended, the CST notifies the parent and arranges a meeting so they can collaboratively create a flexible schedule for the student.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

PS 18 has five ICT classes with two teachers in each one of them. In all, we have eight ELL-SWDs from grades Kindergarten to fourth grades. Every effort is made to provide the least restrictive environment to these students to enable them to achieve their IEP goals. They receive a combination of ICT, SETSS and services to address the goals of their IEP. Some of them have 1:1 para in a general education setting to provide support in the least restrictive environment. The Child Study Team (CST) examines the individual case of each SWD and creates a flexible schedule that meets the needs of the students. For ELL-SWD, the ESL teacher works collaboratively with the members of the CST to address the language acquisition needs of the student. Curriculum is compacted and scaffolded to help students master content and skills. Also a variety of instructional strategies are used to provide students with access to what is being taught. Universal Design for Learning (UDL) strategies are used and instruction is

differentiated. The ELL-SWDs are provided additional support by the ESL and SETSS teacher during push-in and pull out sessions. Manipulatives and concrete objects are used in combination with picture/content dictionaries to promote their English proficiency and understanding of subject matter taught on grade level. Keeping in mind various learning styles and needs of these students, the instruction is modified with the use of graphics organizers to help them comprehend the content.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

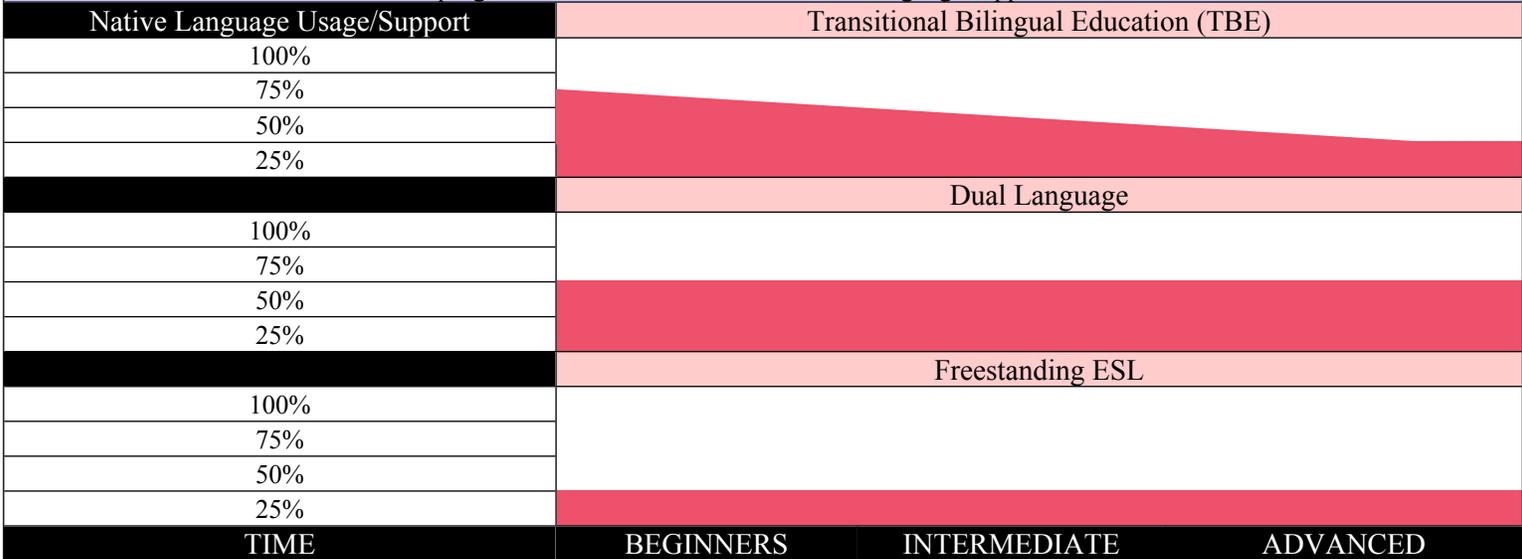
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

Targeted interventions for ELLs in ELA, math, science and social studies are planned in close consultations with all teachers, including Academic Intervention providers and SETSS teacher involved in teaching ESL students. Content area bilingual picture dictionaries are used during small group sessions to address specific needs of each ELL to help them understand the concepts. The scaffolds applied to assist students are appropriate to their level of proficiency in the specific content area. In order to provide maximum possible support to ELLs, the ESL teacher pushes-into classes during various content areas (ELA, math, social studies and science) are being taught. Based on the observation and the performance of ELL in the classwork and periodic in-class assessment results, the students are provided extra help in the areas where they are lagging behind. For example, for the lack of understanding of academic language or their limited understanding of particular concepts in content areas. All targeted interventions are provided in English. In addition, a variety of resources are being used to support students. Wilson is used to develop language, guided reading is used to develop reading skills, modeling is used in math to help students show what they know and serves as a visual of how to complete a problem, vocabulary development is used in social studies and science. On a rotating basis, the intervention program for each child is revisited by the CST and changes are made as needed.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The instructional support to our ELLs is differentiated to meet their specific needs. The ELLs in upper grades are required to learn content area academic language in math, science and social studies.

All ELLs including SWDs are making gains by moving up levels in NYSESLAT. Necessary changes are made to help ELLs meet the content and language demands as per Common Core Standards.

The ELLs and SWDs face a new challenge as the new tests expect all students not only to be able to understand, but also apply vocabulary words while answering the questions. Working in small groups, the ELLs from grades 3 through 5 practice writing meaningful sentences with some of discipline specific vocabulary words from various content areas. All teachers understand they are the teacher of ELL. Every teacher in the building has a list of ELL in the classes they teach and evidence of language support and development are looked for in walkthroughs conducted by administration.

11. What new programs or improvements will be considered for the upcoming school year?

This year, we plan to use an updated online version of LEXIA program to promote language acquisition among lower grade ELLs and new immigrants. The program aims at helping the students make it easier for them to make sound-letter connection and picture to word and simple sentence connection. The program is also expected to help our ELLs in grades 1 and 2 and new immigrants meet some of the demands of the Common Core Learning Standards.

We also plan to use a curriculum focusing on immigrants to New York for our ELLs in upper grades. The curriculum designed by La Guardia College, has the potential to widen the knowledge base of our students in social studies and promote their English proficiency skills by helping them make text to self connections. The curriculum affords opportunities to all ELLs to participate in a wide variety of activities aimed at help them with their listening, speaking, reading and writing skills. Finally, we have applied for a grant to open an dual language program. We are waiting to find out if we will be given the grant.

12. What programs/services for ELLs will be discontinued and why?

Depending on the availability of funds, we plan to continue to provide additional services. Our school has no plan to discontinue any of the services for our ELLs including during or after school enrichment programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs and former ELLs are afforded equal access to all curricular and extracurricular programs. ELLs are invited to participate and encouraged to perform at academic and enrichment activities during and after school. All students, including ELLs overwhelmingly sign up for a wide variety of activities where they get opportunities to learn, share and acquire new skills, explore

their talents and hone their skills in various areas. ESL students join all the educational trips and are among active members in various activities such as Mediator program, chorus, violin and the instrumental music instruction program at PS 18.

Some of the programs are especially designed to meet the needs of ELLs and former ELLs. For example, the enrichment program, "Immigrants that came to NYC" to be taught during the regular school hours and after school Drama program are specially designed to improve listening and speaking skills through role playing and student participation by multiple entry points of learning. Toward the end of the year, the students will be writing brief compositions about what they listened to and read. They will also write and act skits on the topics such as bullying and challenges they and their families face as English Language learners.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional materials and technology used to support ELLs include: computer aided instruction in math (Mind math), Award Reading program incorporating listening, visual and reading aids on the computer; Leapad and Leapfrog electronic books to boost listening and decoding/ reading comprehension skills for new comers, new immigrants, SIFE and struggling readers. Interactive books providing instant feedback and gratification, sight words, the letters of the alphabet, and link and learn card games, magnetic letter boards for practicing sight words; picture and photo cards to help understand words and concepts in science, math and social studies. Most classrooms have SmartBoards to support ELLs and all of the common core curriculum components have interactive activities to support skills and content mastery.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Although PS 18 does not have a bilingual education program, we have books in math, science and social studies in native language, especially to provide additional support to the SIFE and new immigrants. This helps them make transition and transfer their knowledge base from their native language into English. Those ELLs who are literate in their native language are allowed to take the standardized tests in math, science and social studies in their native language. We use labeling and cognates to support language development in our ESL program. Also, ELLs and former ELLs are allowed access to approved bilingual dictionaries during the state standardized tests.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
The ESL schedule including push-in and pull-out are so designed to provide maximum possible support to students at their corresponding age and grade levels. The push-in portion of our program are grade and age specific because students are in their room with their peers. So 4 of the 7.5 times per week, the services directly correspond to the ELLs' ages and grade levels. During pull-out, the groups may be mixed age and grade levels because it is primarily based on language acquisition. However, during those times, the ESL teacher differentiates the sessions so the supports are still age and grade specific even though they may be with students in other grades.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
In order to assist newly enrolled ELL students at PS 18 in the beginning of the school year, we make every effort to make them feel welcome to the ESL program. All notices and welcome signs are written in English and Spanish. During registration, we introduce ourselves to the students, give them a book and there is always someone available to translate. This helps put the students and parents at ease and they feel welcome. Based on the number of new ELL students enrolling, we create orientation and an orientation program to help them transition to full day school. Before the first day of school we prepare classrooms and the ESL area by labeling objects and making a word wall with sight and school words, and rules and routines. The ESL teacher also prepares teachers prior to the start of the school year by sharing strategies and tips for helping new and prospective ELLs transition and feel welcome. Once school begins, those students participate in a tour of the building, assemblies, and they are introduced to survival English essential for their day-to-day activities using TPR and similar easy-to-follow activities.
18. What language electives are offered to ELLs?  
As an elementary school we do not offer language electives to our ELLs.

However, we do have learning material in the native language/s to provide support to our ELLs, especially new immigrants and SIFEs. They also have opportunity to take standardized test in their native language, if available, along with in English. All ELLs and former ELLs have access to bilingual dictionaries.

Additionally, our ELLs have opportunity to listen to and use their native language Spanish in enrichment programs including drama and singing offered during and after school.

19. For schools with dual language programs:

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

Paste response to questions here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All teachers including common branch teachers, ICT teachers, cluster teachers and paraprofessionals attend our in-house and out of school professional development sessions by the DOE.

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

- a) Network ESL instructional specialists;
- b) Network and Cluster PD offerings;
- c) Citywide PD Offerings by the DOE/OELL;
- d) In-house PD sessions by the principal focusing on how to help our students, especially ELLs and SWDs, to meet the requirements under the Common Core Standards, offered during faculty conferences, grade level meetings;
- e) In-house PD sessions offered by the ESL coordinator and other teachers where they turn key with their colleagues what they have learned at various PDs focusing on strategies and interventions that work for ELLs.

Additionally, we plan to schedule workshops for teachers on topics such as:

- (i) An introduction to the new identification test for English Language Learners beginning February 1, 2014, New York State Identification Test for English Language Learners (NYSITELL);
- (ii) Analyzing NYSESLAT data and its implications for planning instruction, scaffolding strategies for ELLs;
- (iii) NYSESLAT format and modalities;
- (iv) How to provide support to long-term ELLs ?
- (v) How to promote language development skills especially for SIFE and new immigrants ?
- (vi) strategies and interventions that work for all students, especially SWDs.

The principal and the ESL teacher work in close collaboration with Parent Coordinator and secretary as new initiatives and policies are developed concerning admissions, discharges, and documents required to be filled in by the parents and endorsed by the staff to comply with requirements of the DOE as per Chancellors regulations.

2. Each month there is a strategy of the month that is implemented school-wide by all teaching staff. The purpose of that initiative is to identify strategies that support ELLs with meeting the demands of the CCSS. During faculty conferences the strategy is introduced and teachers are told how the strategy works and how it supports ELLs. Administration holds teachers accountable to implementing strategies by looking for evidence of its impact on student learning during walk throughs.

3. The ESL teacher and the parent coordinator are regularly available to consult and support with the parents of ELLs for middle school transition. We offer parent workshops, middle school visitations and assistance in filling out the choice forms to facilitate smooth transitioning for our graduating fifth graders. We also assist them with finding schools that offer the ESL services of their choice. Our guidance counselor is currently working with 5<sup>th</sup> grade on an exit project. She will be working with the students and teacher to their transition to middle school.

4. The 7.5 hours of training for all teachers is provided by ESL teacher, CFN and educational consultants as per Jose P. All agendas, sign-in sheets and minutes of the meetings are kept by ESL teacher and principal in the main office.

The topics of in-house staff development sessions will be carefully selected by contacting the Office of ELLs. CFN 412 staff will be contacted to provide additional support to our staff.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. Parental Involvement: The ESL teacher and the parent coordinator jointly hold a number of meetings with parents of newly admitted ELLs to describe services, distribute the program preference surveys and introduce themselves to the parents, with whom they maintain frequent contact.

During Parent-Teacher conferences, the ESL teacher invites parents of ELLs to meet with them as well as classroom teachers to discuss ways for language development for newcomers and how to help ELLs acquire academic language in content areas.

2. The school has partnership with CBOs to provide workshops and services to ELL parents: Sylvan Learning, Department of Health, , Jamaica Center for Arts and Learning (JCAL) Puerto Rican Family Institute, etc.

Representatives from CBOs are invited to offer workshops to parents in English and Spanish.

3. The school has developed parent surveys and parent intake forms, in both English and Spanish, to evaluate the needs of the parents and to get feedback.

Based on the feedback on parent surveys, over the years we have been providing workshops and training by the ESL teacher, parent coordinator, principal, outside resources such as CBOs.

The workshop topics include:

- a) What do Levels 1, 2, 3 and 4 really mean on the standardized tests and on the report cards?
- b) How can I help my child be more successful in school
- c) Test prep for Math and ELA
- c) Saturday Parent-Child Hands-on Science Workshops K,1,2,3 and 4-5
- d) Test Prep Grades 3-5;
- e) How does ARIS work?
- f) Common Core Standards, Expectations and changes per CCS.
- g) Saturday help sessions for new immigrants, SIFE for language development and enrichment.
- h) Test anxiety and how to help your child handle it?

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

Parents are also invited to help sessions hosted jointly by teachers, outside experts and parent coordinator on topics such as:

1. How to help your child overcome test-taking anxiety?
2. What are our students required to learn to pass standardized test such as ELA?
3. How can parents help students continue to read at home?
4. Healthy food initiative and active life style for our children.

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

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

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

Parents are also encouraged to volunteer and participate in school activities (classroom celebrations, family fun night, assemblies and PTA meeting.) Translation services are always provided.

## **E. 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.

At PS 18, the instructional delivery is designed with a focus on learners (our students). The school is making every effort to tailor instruction and activities to meet the needs of its students, with an added attention being paid to the ELLs and SWDs. With a wide variety of choices we provide, every child who comes to our school has an opportunity to learn, grow and acquire English language.

**School Name: Edward Bush**

**School DBN: 14K018**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Alexander	Principal		1/6/14
N/A	Assistant Principal		1/6/14
Blanca Ramirez	Parent Coordinator		1/6/14
Avinash Pancholi	ESL Teacher		1/6/14
Maria Simon	Parent		1/6/14
Frances Michalakos	Teacher/Subject Area		1/6/14
	Teacher/Subject Area		
	Coach		
	Coach		
Rita Carrington	Guidance Counselor		1/7/14
Daisy Conception	Network Leader		
Lisa Marchello	Other <u>Service Provider</u>		1/6/14
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: \*      School Name: **Edward Bush School for Leadership**

Cluster: \_      Network: **412**

**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**

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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.

Data used include: For all parents, we have used various documents including Home Language Survey, ATS reports such as ELPC to assess the needs of the parents.

We use this information to download, draft and customize letters being sent home in the native language/s of the parents such as continued entitlement letters for ESL students and entitlement letters, program choice, survey etc.

Data used for school wide language needs include: ATS reports: UPPG, RHLA.

Individual Parent's responses on Emergency contact card about preferred language of communication for oral and written language.

All parents/guardians of new admits are asked to fill in NYC DOE parents' Preferred Language Form that collects the language preference of parents for school communications. P.S. 18 annually conducts classroom surveys to find out whether families prefer to receive school memos and letters in English or Spanish. Over the years, at least 40 to 45 per cent of parents have preferred Spanish as the language of communication.

Parent surveys - to assess the needs of parents and how can they help their children do better in school- are made available in English and Spanish to allow all parents participate in school wide needs assessment during open school nights.

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.

Of the current ELLs 40 of them and all ten new ELLs indicate Spanish as home language. The ESL teacher has entered home language as per HLIS and checked this data to ensure its accuracy in order to complete ELPC screen to comply with Chancellor's regulations per Part 154 requirement.

Of the total 198 students enrolled at PS 18 K as of 10/26/2013, about 55 per cent have English as their home language. Over the years, we have observed that about 50 to 55 per cent have English as their home language, while the rest 40 to 45 percent indicate Spanish as home language. Only one student's record indicates Tibetan as home language. The findings are reported to the school community during School Leadership Team Meetings and other school wide meetings.

## **Part B: Strategies and Activities**

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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.

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

In-house letters and documents to be sent home are translated in Spanish in house by school staff to comply with oral as well as written communication requirements.

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.

During parent orientation sessions, the parent coordinator provides oral interpretation services to guardians and parents. The participants are encouraged to ask questions in native language.

In addition, during general meetings, open school nights or Parent-Teacher Conference, translators are placed on each floor to assist teachers and parents during this process. We have seven Spanish speaking pedagogues, three child study team members, and one office personnel - all available in-house to provide translation services in house orally.

In addition to staff members at PS 18 available for translations, both oral and written, we have parent volunteers, members of PTA available at some of the meetings to help translate.

The school has partnership with Community Based Organizations to provide workshops and services to ELL parents: Sylvan Learning, Department of Health, Jamaica Center for Arts and Learning (JCAL) Puerto Rican Family Institute, etc. Representatives from CBOs are invited to offer workshops to parents in English and Spanish.

This school year, we have no parent needing translation services in language other than Spanish. If need be, we will contact DOE's translation and interpretation unit to meet with our needs.

The parents of one student whose home language is Tibetan, are also fluent in the Indian national language Hindi. Our ESL teacher Mr. Avinash Pancholi, is fluent in Hindi, and is available to translate orally and in writing in Hindi, if need be. Mr. Pancholi has taught Hindi as a foreign language to native as well as non-native youth under the NYC DOE's summer program.

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>.

Chancellor's Regulation A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. At PS 18 we have posted in conspicuous locations at or near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. We have enough resources in house, to provide language translation and interpretation orally and in written form for fulfilling Chancellor's requirement under A-663 regarding parental notification and interpretation services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">Edward Bush</a>	DBN: <a href="#">14K018</a>
Cluster Leader: Douglas Knecht	Network Leader: Lucile Lewis
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

## Part C: Professional Development

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

**Part D: Parental Engagement Activities**

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**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	