



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PARK TERRACE EARLY CHILDHOOD
DBN (i.e. 01M001): 06M018
Principal: CONNIE MEJIA
Principal Email: CMEJIA4@SCHOOLS.NYC.GOV
Superintendent: ELSA NUNEZ
Network Leader: BEN SOCCODATO

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
Connie Mejia	*Principal or Designee	
Coral M. Zayas	*UFT Chapter Leader or Designee	
Afortunada Fernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Aldeira Jerez	Member/ Member/Representative for teacher grades 5-8	
Carmen Fernández	Member/ Member/Representative for teacher grades K-4	
Pat Goff	Member/ Member/Representative for teacher grades 3-5	
Berenice Ramirez	Member/ Member/Representative for parents grades 3-5	
Enolia J. Fernandez	Member/ Member/Representative for parents grades K-2 and Special Education	
Cristina Javier	Member/ Member/Representative for parents grades 6-8	
Araceli Salas	Member/ Member/Representative for parents grades 3-5	
	Member/	

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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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 at least 60% of students in K-2 will reach proficiency levels of 90% or more on Waterford Early Learning Assessments in the areas of Phonics and Language Concepts.

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.

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

- Running Records Fountas and Pinnell
- Reading Comprehension and Persuasive Writing
- Teacher baseline assessments on incoming third grade (first time test takers)

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

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

1. .Technology Teacher, Classroom Teachers, Literacy Coach and ESL Teacher – One to One Grade Conferences monitoring progress as part of implementation and assessment. This key personnel will be implementing each subgroups numbered 1 through 7 for each identified needs under strategies/activities.
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
7. Same as 1

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

1. Monthly Progress Reports by Waterford, Common Preps – So teachers articulate and document student progress. Target groups would include students identified through Tier I and Tier II intervention.
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
7. Same as 1

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

1. September 2013 – June 2014
2. Same as 1

3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
7. Same as 1

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

1. Daily common Planning Period, Literacy Coach Schedule – Common Planning and Support by Coach. Materials for support include SIOP planning templates, ELL support to include visuals, audio and content based text.
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
7. Same as 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).

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

Budget and Resource Alignment

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

	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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.
 By June 2014, all students in grades 3-8 will move up two levels as measured by a 4 point rubric on informational writing assignments, and monitored three times during the school year.

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.

Rationale: The improvement of student performance in order to meet the rising effective AMO and closing achievement gap. Student writing samples that were shared at Inquiry and common planning sessions.

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

Instructional Strategies/Activities

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teacher effective use of Common Core State Standards.
2. Students will engage in guided reading with grade level text in Science and Social Studies, based on the work in these two content areas in order to show student progress on the four point rubric.
3. Teachers in grades 3-8 will participate in the development and implementation of curriculum units as per citywide expectation.
4. Unit planning will include reading across content areas.
5. CCSS key standards 1 and 10 in reading to address academic language.
6. CCSS key standard 1 in writing to address academic language.
7. Students will be grouped according to student needs.
8. Teachers will build on academic language with a particular focus on writing through cross content areas.
9. Lessons will be scaffolded for our ELL and Sp. Ed. populations.
10. Subgroups identified by data analysis and focus on bottom third of population. In addition ELLs and student with disabilities target groups formed with additional scaffolds.

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

1. Literacy Coach implementing Teachers Common Planning to evaluate growth. Formative Assessments for Ready Gen/Codex. Common Planning/Teachers with Literacy Coach.
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
7. Same as 1
8. Same as 1
9. Same as 1
10. Same as 1

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

1. Use of 3 times a year administration. This will addressed during teacher team meetings.

4. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
7. Same as 1
8. Same as 1
9. Same as 1
10. Same as 1

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

1. Daily common Planning Period, Literacy Coach Schedule – Common Planning and Support by Coach. Materials for support include SIOP planning templates, ELL support to include visuals, audio and content based text.
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1

- 7. Same as 1
- 8. Same as 1
- 9. Same as 1
- 10. Same as 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).

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

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	x	Title IA	Title IIA	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, we will engage in the creation and implementation of a school wide Positive Behavioral Intervention System (PBIS) to address student behaviors on school grounds in common areas. 100% of staff and students in grades 5-8 will engage in section sheet system to calculate/measure student behavior through period by period point system.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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.

• **Strategies/activities that encompass the needs of identified subgroups**

1. Data collected and studied to determine the antecedents and the consequences that are being implemented in order to take proactive measures such as Peer to peer counseling.
2. Parent meetings.
3. Workshops for teachers, parents and students will be provided.
4. The comprehensive conflict resolution plan will also address the need for civic responsibilities and implementation of problem solving strategies aligned to the Common Core State Standards on college and career readiness.
5. Assemblies on behavioral expectations and school-wide policies.
6. Involvement of Student Council representation in meeting/planning sessions (grades 5-8)

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

1. Teacher teams meet on a biweekly basis to review program of section sheets. Cabinet will meet on a biweekly basis to create and produce plan.
2. Same as 1

3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Section sheets – Monitoring class behavior using school wide point system. Bottom third of grade 5-8 population will be identified and targeted as group of focus.
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
• Timeline for implementation and completion including start and end dates
1. December 2013 – June 2014
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 1
• Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Biweekly Cabinet meetings to create assess and execute plan. Common Grade meetings to discuss individual classroom progress.
2. Same as 1
3. Same as 1
4. Same as 1
5. Same as 1
6. Same as 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).
<ul style="list-style-type: none"> • Dissemination of information to parents by members of the School Leadership Team. • The school will supply resources for parents via flyers, materials, workshops, etc. • PS/IS 18 will send the parent coordinator to attend the Network parent coordinator meetings. • In-house Progress Report delivered to parents mid-year (January) in order to build on parent communication.

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		Title III		Set Aside	Grants
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.

8. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

11. Timeline for implementation and completion including start and end dates

1.

12. 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.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

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.

8. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

6.

11. Timeline for implementation and completion including start and end dates

1.

12. 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.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

	<p>awareness, phonics, text comprehension, vocabulary, print concepts, readiness skills, writing, and oral fluency.</p> <p>Reading Reform is a reading and writing program. Students are taught the written form of the sounds of English, which they then put into words. This program teaches students the approximately two dozen spelling rules that govern English. The students also learn to examine words for their roots and meanings, allowing for more thoughtful reading and better comprehension.</p> <p>Estrellitas- Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English.</p> <p>Treasures- Literary curriculum aligned to the CCLS. This curriculum comprises the literary elements aligned to the ECLAS2</p> <p>Step up to writing-A writing program, which includes scaffolding and guided practice. Aligned to the TC workshop</p>	<p>Whole group instruction for Kindergarten, First and Second grade</p> <p>Whole group instruction for Kindergarten</p> <p>Whole group instruction, 3-8</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p>
<p>Mathematics</p>	<p>Math Workshop-Extended Day-</p> <p>Follows Math Workshop model, which includes a mini-lesson where</p>	<p>Classroom, (K-8)</p> <p>Small group</p>	<p>During the school mathematics block, 90 minutes</p> <p>During the 37.5 minutes allotted for students in need of intervention at</p>

	the classroom teacher models strategies. Teacher looks at the five strands in mathematics using item skills analysis to create instructional groups as part of addressing student needs.		the end of the school day
Science	Students are engaged in higher level thinking questions as groups are formed based on the data results from ELA item skills analysis. The new writing initiative will be implemented across content areas. Teachers are also focusing on using the writing skills tracking system will monitor writing in science as per each grade unit.	Whole class instruction Small group intervention 3-8	During school day 37-1/2 minutes
Social Studies	Students are engaged in higher level thinking questions as groups are formed based on the data results from ELA item skills analysis. The new writing initiative will be implemented across content areas. Teachers are also focusing on using the writing skills tracking system will monitor writing in social studies as per each grade unit.	Whole class instruction Small group intervention 3-8	During school day 37-1/2 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling is provided in individual and small groups. At risk counseling (individual) and small group. The Social Worker works with the instructional support committee at PPT meetings. The social worker offers intervention strategies to both teachers and parents. There are times when the child's academics are impacted by emotional problems then it is therefore suggested that the family work with a mental health professional or behavioral health	Small group Push in Class Instruction based on needs by Guidance Counselor	During school day

	professional. She supports the parent coordinator and guidance counselor with resources regarding preventive agencies and mental health centers.		
--	--	--	--

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

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

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.

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

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

1. Instruction by highly qualified staff.

The staff consists of 30 teachers. Of the 30 teachers, 100% are fully licensed and permanently assigned to the school. 81.81% of the teachers have a Master's Degree or higher. 78.78% of the teaching staff has more than 2 years of teaching experience in this school and 69.69% have more than 5 years of total teaching experience. **(This information is as of School Year 2011-2012)**

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).

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

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

Supervisors and staff developers conduct workshops on differentiated instruction and higher level questioning during grade conferences, faculty conferences, and staff development days, professional development sessions and during professional periods. In addition, teachers meet in study and research groups to discuss and/or research specific issues or questions that promote developing best practices. During weekly professional periods, staff meets to discuss and implement ideas on leveled classroom library books, developing management systems, the creation of learning center activities, and implement, plan and write guided reading lessons. Another research- based strategy is intra-visitation; that is teachers are encouraged to

visit and observe in other teachers' classrooms so as to learn and benefit from others' expertise and experiences. To foster differentiated instruction and higher level questioning in literacy, the school staff developer, literacy coach, mathematics coach, and administrators provide training the peer coaching model (demonstration lessons and observation). We have created model classrooms for each (K-6) where "best practices" in early childhood/explicit teaching model can be observed. P.S./I.S 18M provides staff development and computer access to enable faculty to integrate technology and deliver effective instruction. Parents are also provided the opportunity to attend technology workshops.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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

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

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.).

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

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

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.

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

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

TA Schools Only

Use of Program Resources

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

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

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

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, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Coordination and integration of Federal, State, and local services and programs, including programs supported

under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Parent Involvement Policy (PIP)Template

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

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

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

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

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

This School- Parent Compact is in effect during school year 2013-2014

School Responsibilities

PS/IS 18 will:

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

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

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

Parent Teacher Conferences will be held November 2013 Teachers and parents will meet in the afternoon from 1:00-3:00 p.m., and in the evening from 5:00- 7:30 p.m. Conferences will also be held on March 2014 from 1:00-3:00 p.m. and from 5:00-7:30 p.m.

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

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

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

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

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

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

PARENT RESPONSIBILITIES

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

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

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

**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 06	Borough Manhattan	School Number 018
School Name Park Terrace		

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 Connie Mejía	Assistant Principal Maria Guerrero
Coach type here	Coach type here
ESL Teacher Nikki Mileos	Guidance Counselor type here
Teacher/Subject Area David Cabrera -Sp. Ed.	Parent type here
Teacher/Subject Area Coral Zayas-Math/Sc.	Parent Coordinator Alina Reyes
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other Candida Cabrera- Bil. Coord.

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	13	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	431	Total number of ELLs	220	ELLs as share of total student population (%)	51.04%
--	------------	----------------------	------------	---	---------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	2	1	2	2	2	2	2					15
Freestanding ESL														
Push-In	1	1		1										3
SELECT ONE														0
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	220	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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	142			40			5			187
ESL	27			1			3			31
Total	169	0	0	41	0	0	8	0	0	218

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																
Spanish	15	5	21	3	36	21	16	0	20	24	24	13	25	26	23	27	23	38	203	157
Russian					1														1	0
SELECT ONE																			0	0
TOTAL	15	5	21	3	37	21	16	0	20	24	24	13	25	26	23	27	23	38	204	157

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 237 Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 3 Asian: 0 Hispanic/Latino: 215
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 2

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	12	7		5										24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	12	7	0	5	0	0	0	0	0	0	0	0	0	24

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)	4	3	2	1	3	1	2	2	1					19

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													0
Advanced (A)	13													13
Total	17	3	2	1	3	1	2	2	1	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	5	4	1	3	5	7	6	7				
	I		10	15	7	5	6	6	3	8				
	A		9	11	12	6	11	10	11	6				
	P		0	2	1	6	3	2	3	0				
READING/ WRITING	B	1	5	4	1	3	5	7	6	7				
	I		10	15	7	5	6	6	3	8				
	A		9	11	12	6	11	10	11	6				
	P		0	2	1	6	3	2	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	14			17
4	20	7	2		29
5	15	23	2		40
6	17	20	2		39
7	13	11	4		28
8	19	10	0		29
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	3								3
4	10	14	5	0	2	1	1	0	33
5	16	15	9	3	1	0	1	0	45
6	4	10	13	9	5	1	1	1	44
7	7	8	11	2	2	0	0	0	30
8	5	7	15	1	1	0	0	0	29
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	4	0	9	2	11	6	2	35
8	2	0	7	15	18	7	5	1	55
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 Government				
Foreign Language		13	19	
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.

Our school used Fountas and Pinnell to assess all our students in English Language Arts. As our results each teacher teaches literacy to their own students as it show on the ATS ROCL class. Grades 2 and 4 have grouped their entire grade according to the students' reading levels (P/A/I/B), consequently each teacher have a daily group of students from both classes. For example, one of the teachers in the the 2nd grade will have the group of students from both classes who are B and I, and the other teacher will have the students who are A and P. Our teachers are using the data to differentiate instruction and to teach multiple skills. The language instruction is aligned to the Core Curriculum but ensures the students learn the language and have repeated opportunities to access and use the language in all subject areas. Our students in the self-contained monolingual classes will be pulled-out to receive services provided by a licensed ESL teacher. In addition, 2 ELL students in Kindergarten during the literacy period, will go to the self-contained side by side dual language. In first grade, 7 ELL students during the literacy period, will go to the self-contained side by side dual language. Every other day Eng./Span. 3 proficient students will go to the self-contained monolingual classroom for literacy. In addition, our teachers have attended and will continue to attend SIOP workshops, were they will be able to target instructional needs of ELLs during content area English instruction. Our school invites our students to Title III after school program (Grades 3-8), which will emphasize vocabulary development through content areas, as vocabulary is critical to reading, writing, and speaking proficiency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
after school Our ELL students had previously struggled to meet the reading and writing modality in the NYSESLAT. During the Spring NYSESLAT examination some of our ELLs became proficient, others showed improvement and moved to the next level of proficiency. Some of our long term ELLs remained stagnant at the same level. Students who registered for first time in Kindergarten and were identified as ELLs as per HLIS survey, were examined in LAB-R and Spanish LAB in order to verify if they needed mandated services. A few were proficient in the English language and the majority were advanced, only 4 students were beginners. Most newcomers who took the Spanish LAB lack academic proficiency in their language native which identified them as SIFE, as they were two grades or more below their level. Our newcomers lack vocabulary even in their native language which is critical for understanding what they read or the passages they listened to when questions were read in the Spanish LAB.
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](#))

Our ELL population in NYSESLAT will do better in the speaking and listening modalities than in the reading and writing modalities. They struggle mainly in the writing part, as when they write the short essays and the essay they lack knowledge in the writing mechanics in English as well as in their native language Spanish. Teachers will use information to differentiate instruction and help our students in the writing process. Recently arrive students and beginners will work with the Heinle Picture Dictionary and Beginning Workbook which is a research based program providing activities such as labeling, pointing, repetition, learning the letter sounds and writing them in their workbook, spelling and many more. Intermedia and advanced will be able to brainstorm ideas/topics where they will be able to write about them.

According to our data ELL students scored lower in New York State exams, even though were in their native language Spanish. In NYS math exam our ELLs, who took the test in their native language Spanish couldn't reach level 4; only 1 student in grade 4 and 6 reached level 3, in comparison with those students who took the exam in English. Only a few ELL students who took the NYS Science exam in Spanish in grade 8th were able to reach levels 3 and 4, in comparison with students who took the test in English. In grade 4 those ELL students who took the NYS Science exam were able to do better than those students who took the exam in English, but only in level 3 as in level 4 only 2 students out of 8 reached this level. Teachers will be able to use digital curriculum which provides an individualized experiences from introduction in mastery of critical concepts in reading, math, and science.

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?

Our ELLs have consistently scored low scores on the ELA state exam. This is particularly evident after last year's Common Core aligned exam. ELLs are also scoring low scores on the state mathematics exam. However, some students are able to score highly even

when taking the exam in Spanish, their Native Language. Science exams show a greater achievement for our ELLs both in English and the Native Language. Our school does not administer or use the ELL Periodic Assessment.

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](#).)

Our school is using Fountas & Pinnell Assessment Guide which allows teachers that after they assessed their students, to link their findings directly with the plan of instruction. Results will allow them to place students in a small group setting allowing ELLs to have more comprehensible input and output, individual planning, and whole class instruction. Shelter instruction is important as it understands the language and cultural history of the student. Another assessment is running records; supplementary materials, graphs, visuals, etc.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers use NYSESLAT levels and modalities to plan lessons that address the needs of all ELLs. Formative assessments and informal observations are also used to differentiate and adapt instruction and groups.

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?

Our English-proficient students who are in a side by side dual language take every year during the month of May El Examen de Lectura en Español (ELE), even though we do not have the results of this past Spring yet. In addition, the 8th graders, both EP and ELL students, took the NYC Second Language Proficiency Exam in Spanish during the month of June, and all students passed the exam. EP students outperform our ELL students in NYS and City Assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

As the AYP report has not come out yet we have no idea how our ELLs performed on the ELA, math, and science. The last report we had our SWD were not enough students to make an AYP, Limited English Proficient did not make AYP. The ELL student performance in areas such as ELA, where our newcomers are exempt and the following year they must take the exam when they lack knowledge of the English language, obviously they are going to perform very low. Even though that math and science exams are given in their native language, still does not help them as the majority of them are SIFE and still struggling to improve their skills in their native language.

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](#).)

As parents come to enroll their children in our school for the first time, our Parent Coordinator, the Family Worker, the Pupil Accountant Secretary, the Bilingual Coordinator, or a licensed pedagogue, will explain the changes in our program. We will inform them that as parents had requested, as they had filled out the Program Selection, in K, 1st, and 3rd grades, we have formed classes which are self-contained dual language (English and Spanish) and self-contained monolingual class only. The other grades will be self-contained dual language (Spanish and English). Before we continue we ask them for their address in order to verify if they belong to our school. We also ask if a relative, friend or someone else referred them to us. In different occasions the Placement Center has sent parents to us and they give us the official form. Once we verified student/s belong to us, the Bilingual Coordinator or licensed pedagogue will be called to speak to the parent. Before we start doing the registration, we tell them the different documentation they will need before filling out any paper. We also inform them the New York City Public schools offer three different programs. Whether parents are registering ELL students or not we ask them to view the video before we start registration. We ask in which language they will feel more comfortable watching the video. After watching the video we ask

them if they have any questions that we can clarify or answer. We ask parents to fill out the Home Language Identification Survey (HLIS), which help us identify students who may have limited English language proficiency and the Parent Selection Program. In order to assure parents will fill out the HLIS survey form and the Parent Selection Program, the bilingual coordinator or a licensed pedagogue will sit with them to explain how to fill it out. We tell parents those are very important documents which help us to identify the child's (children) home language, in order to test the child if he/she needs to take the LAB-R/Spanish LAB. If the home language is identified as other than English, the Bilingual Coordinator will administer the LAB-R in English after interviewing the parent and child to verify that the child is a potential ELL student; Spanish (which measures the listening comprehension and speaking skills for K-2 students and reading and writing for 3-8 grade students) is only administered if the student did not reach proficiency on the LAB-R in English, either the same day the student has been enrolled or within 10 school days. The LAB-R results will determine if students are entitled to bilingual/ESL programs and services. The bilingual coordinator will administer the Spanish LAB version if the student didn't reach proficiency in English. The Spanish LAB measures the Spanish language proficiency of native speakers. LAB raw scores measures what a student knows, how much language proficiency the student has. The scores of the Spanish LAB obtained by the student at each grade are placed into a conversion table where we use the 89-90 % as a higher score is required to reach the same percentile rank score on the new norms than was required on the old norms. Also we need to know where to place the child/children in the program selected by them. The only problem we encounter with the these forms (HLIS and Program Selection) is when a student is been transferred from another school they don't have it inside their cumulative record card and we have to depend on the information in ATS. We do get parents cooperation and they do fill both documents right there with the licensed pedagogue. If we have a child who is been transferred to our school, as parent had filled out the Public School Choice Program, we explain to them that we do have a dual language program and in grades K, 1st, 3rd self-contained dual language and a monolingual program, only on those grades. They will have to tell us right there if they accept or decline the transfer offer in order to accommodate their needs. In addition, the bilingual coordinator will inform parents that students who are entitled to receive services will be re-evaluated annually during the month of April and May in the English language in order to examine the students, the bilingual coordinator will look on ATS under RLER screen to know who are the students eligible for LAB-R or NYSESLAT. According to the Citywide and State Assessment Calendar, each student will be examined first in the speaking part during the months of April and May. After this part is done for all ELLs, the parts of Reading, Listening, and Speaking will be administered according to the calendar on 3 consecutive days. All eligible students must take all four parts. The New York State English as a Second Language Achievement Test (NYSESLAT) will be administered to determine if the student with limited English proficiency continues to be limited English proficiency, based upon the student scoring below a state designated level of proficiency on the NYSESLAT. Students will continue to be evaluated annually until they test proficient on the NYSESLAT. As students test out, they will receive support services and testing accommodations for the next two years. After the entire process of registration has been done and the child has been placed accordingly to the parent's request, the bilingual coordinator or a licensed pedagogue will go to the ELPC screen in ATS and fill out the information the parent has written in the HLIS and Program Selection forms in order to comply with the mandates. The bilingual coordinator or licensed pedagogue has 20 days to enter the information in the ELPC screen. We do it as soon as the child's name shows on the screen to avoid any delay with the compliance. A copy of the HLIS and Program Selection will be kept in the main office and the other will be in the ELLs binder which the bilingual coordinator keeps in her office.

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.**

As parents come to enroll their children, whether is an ELL student or not, the bilingual coordinator or a licensed pedagogue invites them to view the Orientation video by the NYC Department of Education as a whole group or individually, presented by Dennis Walcott, Chancellor, either in English or Spanish, where the different programs are explained. Parents will have the opportunity to ask any questions or concerns in relation to the three different programs. After the questions are explained, parents will decide which program is best suited for his/her child. If the parent still has problems understanding the program, the bilingual coordinator will take parents to show the classrooms where children are learning in the self- contained and side by side dual language and the self- contained English only (K, 1st and 3rd grade only). In addition, during the regular school year flyers will be sent home and posted around the community advertising different open house for different grades where parents can come and observe classes. During this time the Guidance Counselor will give an orientation to parents and take them around the school to all grades (k-8). During this orientation parents can ask any questions or concerns they might have in relation to their children. In addition, during school fairs given on Saturdays which are organized by the District, the Parent Coordinator, staff member, or administrator will attend and bring a full board display presenting pictures of actual lessons, students engagement in the classrooms, any activity or performance our students had done, so everyone can see what is really going on in our school. Parents are invited to come and visit us. During all these events parents can see the programs we have and compare them with the other

programs in other schools.

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](#)].)

The bilingual coordinator or a licensed pedagogue personally hands parents the Parent Survey and Program Selection forms after they have watched the Orientation video. The bilingual coordinator sits with the parents and will assist them if they need any help understanding the questions. Parents will answer each form the way that best suits the needs of their children. Also, the bilingual coordinator keeps parents informed by sending the Continued Entitlement letter for those students who are entitled to services, the Non-Entitlement /Transition letter for those students who became proficient and no longer are in need of services. Again, these letters are sent home with their children and parents must read the letters, sign them and return them to school. These letters will be kept in the ELLs Binder that the bilingual coordinator keeps together with other ELLs data. If parents do not return the letters a second letter will be sent saying second notice and the date sent; will ask parents to sign it and return it after they read it. If the second notice doesn't come back, the bilingual coordinator will call parents to remind them that the letter was sent and they did not return it. All the Parent Surveys and Program Selection are filled out right in front of the bilingual coordinator or a licensed pedagogue, for this reason, we don't have any problems getting them back.

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.

Once parents have filled out the HLIS, and the bilingual coordinator has tested students in order to know if they are ELLs, she will notify parents, either in person or by a phone call, whether his/her child will be placed in a side by side dual language program or an ESL push in program, according to the program he/she had selected. In addition, parents will be notified that the Placement Letter will be sent to them with their child, if his/her child belongs in a side by side dual language program or a push in ESL program. As parents already have been told we only offered a side by side dual language program and a self-contained monolingual class (K, 1st, and 3rd grade).. The bilingual coordinator will speak to the parents in the language they preferred or had requested in the HLIS form, either English or Spanish.

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.

As our school receives the Administration Memo of the NYSESLAT, we read it carefully to ensure every part will be administered accordingly to the regulations. Once the test arrives at our school, been the Speaking part the first test, we placed the exam in a secured locked cabinet. Only the bilingual coordinator has the key. The bilingual coordinator, the ESL teacher will coordinate the test in which way will be given and by whom. The bilingual coordinator, the ESL teacher and an additional licensed pedagogue will evaluate the students. Before we decide who will be tested, the bilingual coordinator will look on ATS under the RLER screen to know who are the students eligible for NYSESLAT, even though these students have been receiving ESL services. According to the Citywide and State Assessment Calendar each student will be examined in all four modalities. The first modality is speaking and we have from April to May to complete this modality. We prefer to complete this modality as soon as it comes to ensure that each child is given the proper attention he/she deserves, in addition, to the time mandated by law. The Listening, Reading and Writing are planned accordingly with the State Calendar and we planned for three consecutive days. As we consider this is a very important test, as soon as we received the last three exams we secured them in a locked cabinet. Only the bilingual coordinator has the key. We test the same way we do it with the ELA and Math exams; we start at 9:00A.M. until students are finished. No student is allowed to roam in the hallways, as we have staff members supervising the test. As teachers complete their exams and they arrange all the test in alphabetical order, they also write on the test form who was absent or late for the test. It's very unusual that a child is absent or late for this test, but if this happens we make sure that child will take a make up test before the due date of the test. We always test all of our students as we do call parents to check if the child was sick or any emergency arised at the last minuate. We emphasized to parents how important is this test. We always sent letters to the parents, Spanish and English, informing them about the test. The same goes for all the staff members, we send them a memo informing them about the test and the precautions as this is a secured test. Staff members must sign as they receive the NYSRSLAT Memo and this sheet is kep in the ELLs binder. The day of the test teachers must come to the Teacher's Lounge, which it will be off limits on the day of the test, only to pick up and count every test and materials needed for the test such as pencils, do not disturb sign, administration booklet, student booklets and document answer sheets. After they finished counting they must signed a secured material form, before the test and after the test is finished and they return it. The only test that will remain in school is the Speaking and Writing test which will be scored by the testing coordinator, the bilingual coordinator, and two other licensed pedagogues. The Speaking part will be transferred to the writing part as soon as they scored, as this answer document sheets due

have a deadline to be returned. The Listening and Reading exams will be returned on the day is on the Calendar before noon to the Assessment director in charged- Ms. Marie Busiello. The same will be with the Speaking and Writing exam after they are finished. The early childhood grades (k-2) will write on their booklets as they are too young to bubble-in on their answer document sheets. Licensed pedagogues with the testing coordinator and the bilingual coordinator will transfer all their exams to answer document sheets matching exactly what they wrote in their booklets. Once we returned all the answer document sheets we will pack all the test booklets and returned to Pearsons by calling UPS.

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. 

Throughout the years, our school had become known by our community, so parents usually know about the dual language program before they come. This is evident by the fact that parents increasingly selected the dual language program throughout the years. We also have been noticing that our community is changing and we are getting parents who would like English only for their children, even though is a minority in comparison with the dual language program. This year we had parents who requested a monolingual class and as mandated by CR Part 154, where 15 parents or more request a program we don't have, we must open a class for those children. For this reason, we have a self-contained dual language and a monolingual self-contained classes in K, 1st and 3rd grades. The rest of the classes remained side by side dual language in grades 2nd, 4th, and 5th continued their regular schedule and the instruction remained one day Spanish and the following day English and vice-versa in the content areas and only during the ELA literacy period is when instruction is homogeneously streaming by grouping students according to their level. The Middle School, grades 6th - 8th, remained the same and the instruction is every two weeks in Spanish and the following two weeks will be in English. We have tried to accommodate parents request as required by CR Part 154.

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])?

Delivering Instruction:

Our school provides the side by side self-contained dual language program in grades K, 1st, and 3rd, plus a self-contained monolingual program. We have a Spanish classroom and a teacher and an English classroom and a teacher in grades 2nd, 4th, and 5th. The English only classroom in grades K, 1st, and 3rd remains all day with a self-contained monolingual teacher. Grades K, 1st, and 3rd have a self-contained dual language classroom with a fully bilingual teacher. We also have licensed teachers who are English speaking only in our side by side dual language program in the English component. Each grade level is made up of heterogeneous classes and they travel together as they go to their classes. Only during the ELA literacy period our grades 2nd, 4th and 5th teachers stream students homogeneously (Advanced and Proficient, Intermediate and Beginners). Also, these classes will continue teaching their side by side dual language content areas. Classrooms are color coded; the Spanish classrooms have red paper on their bulletin boards and teachers write with red markers. The English classrooms have blue paper on their bulletin boards and teachers write with blue markers. The self-contained dual language classrooms must have red for Spanish and write with red markers and blue for English and write with blue markers. The English only classrooms must have blue paper and the teachers write with blue markers.

The middle school (6-8) follows a 50/50 model that is composed of two-weeks cycle. Every content area is taught in Spanish and English for two weeks and then in English for two-weeks. The subjects are also color coded by language. Students are grouped in heterogeneous classes and they travel together as they switch classes. Most of our middle school staff is fully bilingual and licensed in the subject area they are teaching. We also have licensed teachers who are English speaking only in our side by side dual language program in the English component.

We also have two special education classes, one is composed for grades 2nd, 3rd and 4th. The other special education is for grades 5th, 6th, and 7th. They have a 12 to 1 setting. Both classes are monolingual with a bilingual paraprofessional. In the lower grades we have two one-to-one bilingual paraprofessionals. Both classes have a push-in by the licensed ESL teacher, who served the students for two consecutive periods from Monday through Friday in accordance to the student's IEP requirements.

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)?

Our dual language model provides a 50/50 instructional model for all our students. The self-contained dual language program also provides a 50/50 model of instruction. We have a Spanish classroom and teacher and an English classroom and teacher in grades 2nd, 4th and 5th grade. The self-contained dual language are grades K, 1st, and 3rd. Each classroom, either in the elementary or middle school, is made up of heterogeneous classes. The dual language classes in the elementary receive instruction in Spanish and English every other day. Students spend a whole instructional day with the Spanish teacher followed by a whole instructional day with the English teacher. All our teachers are licensed in the subject area they teach. Most of our content area teachers in the middle school are licensed bilingual teachers as per our English speaking teachers. Middle school switches language every two weeks. For example, our math teacher in the eighth grade, switches language every two weeks, ensuring that all students receive 50% of their instruction in each language in a 4 week period. Our English only classes (K, 1st and 3rd) only teach English, but our ELLs receive the Spanish component from the technology teacher who is fully bilingual and licensed.

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.

Our staff is mostly fully bilingual and licensed to teach in the subject areas they are teaching. The dual language program component complies with the 50/50 model in English and Spanish. Our elementary teachers plan together during their common prep periods in order to assure that they are supporting students' needs. As the new curriculum requires very high standards, teachers ensure that all students' needs are covered by taking into consideration the content standards as well as the linguistic characteristics of each language. Including the self-contained teachers and the English only teachers plan together to ensure that all students' needs are covered as well as the linguistic characteristics of each language. Teachers look at and analyze their

students' current and available data to provide support or challenges where needed. As teachers plan they ensure that instruction accordingly to CR Part 154 is covered for the ELL students. As per the new mandates of the new curriculum, everything is structured and spelled out in the Ready Gen teacher's edition for all students. Our teachers make sure that our ELL students do not feel left out. As per our two special education classes, the licensed ESL teacher goes during the literacy instructional periods to ensure our ELL students receive the support they need. In addition, the Special Education Teacher Support Services (SETTS) will push-in to serve students during the literacy period, according to students' IEPs, who are ELLs in the K, 1st, and 3rd grades. The SETTTS teacher, who is fully bilingual, will also provide support either in the classroom or on a separate location, according to students' IEP. In order to make content areas comprehensible, teachers embed vocabulary, model, use realia, differentiate learning groups, scaffold, use technology (Smart Boards and computers in the classrooms), and encourage critical thinking skills by asking higher-level thinking questions, thus enriching language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Teachers use assessments in order to create differentiated instructional groups throughout the school day for all our students. Students may be grouped by ability, interest, learning style, or language proficiency for particular tasks. Students will read books accordingly to their reading levels. Teachers will reinforce vocabulary development and writing mechanics in the native language. In content areas, such as science and social studies, will create the opportunity for language usage. Teacher will challenge and encourage students critical thinking skills by asking higher-level thinking questions in order, thus enriching language development. Students must take the ELE exam in May, in addition to the monthly unit assessments teachers prepare. Students also are able to write their class projects in the language they prefer. Spanish dominant students will be able to write their projects in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
As teachers receive the ELL students into their classroom, they assessed them to know their language of proficiency. Teachers will group students accordingly to their needs and also will integrate them with proficient students so they can help each other. Grades K-2 use the Waterford Early Learning Program's engaging digital curriculum provides an individualized experience from introduction to mastery of critical concepts in reading, mathematics and science. With curriculum aligned to the Common Core State Standards for both mathematics and language arts, students will discover the fun of learning with full-motion video, brilliant animation, entertaining songs and interactive activities. It differentiates learning and the ELL students can use the program. The students read the language structure during the story, followed by the writing practice after the reading that also includes the target structures. The students practice over a period of a few days using all four domains (reading, writing, listening and speaking). This program engages the students and ensures that students transfer the knowledge to the content areas. Teachers use vocabulary, grammar and themes they could scaffold for students developing English proficiency. Teachers use vocabulary to teach multiple skills, synonyms, antonyms, and deep understanding of the story or lesson itself, as they also use language structure to build knowledge in themes and stories. In addition, teachers use smartboards in order to present visuals to support understanding and generate class discussions. ELL students acquire language when they have multiple opportunities to use the same language and revisit concepts. Throughout all these activities and more teachers are able to evaluate all four modalities of English acquisition.
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).

Differentiated instruction:

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

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

Newcomers: Newcomers are usually also addressed by the services provided to SIFE students. Teachers assess their prior knowledge and they receive support during the literacy and math periods according to their needs. Newcomers benefit from direct instruction, modeling, and instruction with their peers. As they are welcomed into the classroom, the teacher may assign a "buddy" or

group of "buddies" to help the newcomer student learn the class routines and adapt to the school culture.

ELLs receiving services for 4-6 years: These students benefit from our reading program. We have a new curriculum Ready Gen which focus on Science and Social Studies standard-based topics. Units are consistent across the grades to allow for deep exploration of each topic and a true foundation of content area knowledge. In addition, students will read materials which allows them to read high-interesting books at their own level in English and Spanish. Teachers frequently assess using running records (Fountas and Pinnell) and comprehension questions in order to identify their needs. They also benefit from having proficient peers in their heterogeneous classes who model language use.

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

In addition, our school has a large ELL and former ELL population, and they continue to be part of every program we offer. We offer programs such as Title III, which is offered at different ELL levels (a beginners, intermediate and advance groups by grade levels); an ELA and Math afterschool program which help the students improve their reading and writing skills, as well as mathematics.

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?

Our ELL and SWD teachers use many of the same strategies to help their students engage in the academic material. Classrooms are equipped with Smart Boards and digital projectors in order to engage students in the analysis of texting English and native language for our ELL students. For our ELL students, teachers implement a side by side analysis of the text in both languages to strengthen the skills in their native language and expedite the transference of these skills into the acquired language. The instruction is individualized from introduction to mastery of critical concepts in the areas of language arts, math, science, and social studies. Small group instruction, pull-out , push-in, Speech and Hearing services, SETTS, and RTI are some of the interventions that are implemented to address the academic needs of our ELL students. Our teachers engage in explicit vocabulary development to help students acquire the language and thinking necessary for the mastery of the concepts. In addition, scaffolded lessons include the intense use of a variety of graphic organizers to promote the students acquisition of skills and strategies. Classrooms implement visual and audio visuals to support understanding and generate classroom discussions. .

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?

Teachers are using homogeneous proficiency groups (A/P, B/I) within their ELA literacy period. Workshops for teachers in ESL and Special Education. ESL push-in services, pull-out programs, push-in SETTS. Small group instruction in Special Education classes 12:1. SETTS teacher pushes-in self-contained monolingual classes and side by side self-contained dual language classes. Students who have an IEP and attend a Special Education class and General Education.

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:				

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.
- Our ELLs are invited to attend the after school program Title III every Wednesday and Thursday, from 3:30 to 5:00 P.M. In addition, we offer afterschool classes in ELA and math for ELL students who are behind in these academic areas. Students are also pulled out two periods every day for ESL services by a licensed bilingual teacher in grade 8. Our Special Education ELL students receive ESL push-in and SETTS as per their IEP. Our ELL students receive mandated services and teachers already started the SIOP training and they started to model instructional strategies to target their individual needs during content area English Instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- K- 2 are using digital curriculum which provides an individualized experience from introduction to mastery of critical concepts in the subject areas of reading, math, and science. Teachers use visual and tactile activities that provide ELLs with adequate repetition and practice of new vocabulary words and concepts. Student conversation in a small group is centered on what is actually happening at the moment as the task is completed, either in English or Spanish.
11. What new programs or improvements will be considered for the upcoming school year?
- We already have the Title III supplemental instruction based on students' needs as per their proficiency level. Also, the Spanish math after school program only for ELLS, the after school ELA program for ELLs who are falling behind. In addition, we offer Science after school program to all students including ELLs as they need to pass the NYS Science exam. The BOOST Program, offered to students in grades 6 through 8, which is sponsored by the Network, gave the school \$6,000 for all students who are exceeding academically, have excellent behavior, and are capable of doing their own planning in theater and drama, including trips to Broadway shows.
12. What programs/services for ELLs will be discontinued and why?
- We previously had a fun club after school program which served students K-8. This year we just received a new after school program, "Children's Arts and Science Workshops, Inc." They started on January 6, 2014 and they are serving grades K-5 and they will be serving our students all year long, including during vacation time and Summer. They are helping students with homework, working on activities in art and science as an enrichment program. All ELL students and Special Education students were invited to participate in the program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are invited to attend the after school program Title III every Wednesday and Thursday, from 3:30 to 5:00 P.M. In addition, we offer afterschool classes in ELA and math for ELL students who are behind in these academic areas. Students are also pulled out two periods every day for ESL services by a licensed bilingual teacher in grade 8. Our Special Education ELL students receive ESL push-in and SETTS as per their IEP. Our ELL students receive mandated services and teachers already started the SIOP training and they started to model instructional strategies to target their individual needs during content area English Instruction. In addition, our ELL students are invited to participate in our BOOST program, sponsored by the network.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our classrooms are equipped with SMART Boards and digital projectors to facilitate the instructional process. ELLS are also provided side by side copies of text in English and their native language, as a way of promoting language acquisition. Graphic organizers and explicit vocabulary instruction are used in tandem to support the needs of this population.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- K, 1st, and 3rd grades have side by side self-contained dual language programs, with instruction in Spanish every other day. The literacy period for kindergarten and first grades receive native language instruction every other day. In the third grade, students are streamed during the literacy block in English daily. Every other day these students engage in Spanish instruction for the duration of the day.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Grades 2,4, and 5 stream students during their English literacy block, according to their proficiency levels, on a daily basis. Afterwards, students engage in Spanish instruction every other day for the duration of the day. Grades 6, 7, and 8 have two week cycles that alternate between English and Spanish.
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.

ELL students are involved in all aspects of our school community including extracurricular activities during the afterschool program such as basketball, football, volleyball (girls), as well as BOOST. ELL students also participate in the chess and technology clubs.

18. What language electives are offered to ELLs?

We offer Spanish to our ELL students as a way of having them enter highschool with additional credit.

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)?

a. Our EP and ELL students are academically engaged in the target language and acquired language for equal parts (50%) of the day.

b. Our EP and ELL students are completely integrated for the duration of the day (100%). All content areas are taught in a heterogenous environment.

c. The language of instruction is separated according to time and teacher. In kindergarten, 1st, and 3rd grade there is a monolingual self-contained program. In 2nd, 4th, and 5th grades there are sided by side dual language programs. In grades 6 through 8 there are dual language programs with two week cycles in English and a subsequent two week cycle in the native language.

d. The Dual Language Model used varies according to the grade. The language of instruction is separated according to time and teacher. In kindergarten, 1st, and 3rd grade there is a monolingual self-contained program. In 2nd, 4th, and 5th grades there are sided by side dual language programs. In grades 6 through 8 there are dual language programs with two week cycles in English and a subsequent two week cycle in the native language.

e. Teachers use the SIOP model to address instructional needs. Literacy is taught sequentially.

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.

This year, our school is participating in an on-going training in SIOP workshops as staff development, starting at grades 3 and 6 moving up to K-8 for all of the staff members including teachers of ELL students. Teachers have been trained in immersion techniques that will support them in planning and delivering comprehensible lessons that will engage all students. Our staff vote for professional development on Mondays and Tuesdays during the extended 37.5 minutes and are receiving in-house training. Starting on January 2014 through June 2014 all staff, including the non-ELL teachers, will receive the mandated training for the 7.5 hours of ELL training and the 10 hours for special education as per Jose P. At this moment the staff development is studying and analyzing The Danielson Framework. Teachers are also attending to the SIOP workshops in order to target instructional needs of ELLs during content area English Instruction. The Department of Education offers professional development for educators of ELLs, which our staff attends, as well for Special Education staff members, for example, the ELAND document (English Language Acquisition Needs Determination).

The guidance counselor who helps all our students transition from middle to high school invites teachers and students to visit colleges so our students start looking and planning for the future, where the goal is to attend college.

Our staff members are to keep individual records of every training they attend as they must reported to the State after they have engage in 175 hours of training. The principal maintains records in a binder as the professional development workshops they are offering in-house, in addition, to the professional development workshops she is sending teachers to attend outside the school. Teachers are to give feedback on this workshops, at the same time that they must sign in to prove they attended the workshop. Not to mention that these outside workshops help them with the 175 hours of professional development to the state.

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?

Throughout the year, our teachers offer parent workshops that revolve around academic topics such as: The Common Core Learning Standards, Math curriculum, ELA curriculum, Science curriculum, Social Studies, helping with homework, and the state assessments. These workshops are conducted by certified bilingual teachers who can communicate in Spanish and/or English with the parents. However, the workshops are mostly conducted in Spanish. These topics are selected on a yearly basis based on a survey that is distributed to parents about their preferences for development. The Link Program offers workshops for our early childhood parents.

We have parent volunteers who come to school and offer their services. We have an artist who is here and helps students with their art projects as well as our staff, whenever they are engaging students in art projects. Parents attend to workshops offered by the Dept. of Education. Parents are also involve in different activities throughout the year such as cultural events like the Independence of Dominican Republic, BEAR day (Be Excited About Reading), the picnic at the end of the year, trips and many more.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: **06M018**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Connie Mejia	Principal		1/2/14
Maria Guerrero	Assistant Principal		1/2/14
Alina Reyes	Parent Coordinator		1/2/14
Nikki Mileos	ESL Teacher		1/2/14
	Parent		1/1/01
Coral Zayas-Math/Sc.	Teacher/Subject Area		1/2/14
David Cabrera-Sp. Ed.	Teacher/Subject Area		1/2/14
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Candida Cabrera	Other <u>Bil. Coord.</u>		1/2/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M18 School Name: 018

Cluster: 6 Network: 532

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS/IS 18	DBN: 06M018
Cluster Leader:	Network Leader: Ben Soccodato
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 120 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

Parent workshop topics include:

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$28252

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

