



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE WINCHESTER SCHOOL

DBN (i.e. 01M001): 26Q018

Principal: KATHLEEN PEKNIC

Principal Email: KPEKNIC@SCHOOLS.NYC.GOV

Superintendent: ANITA SAUNDERS

Network Leader: MARY JO PISACANO

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

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
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)
	Title I Plan (Only for schools receiving Title I funding)
	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, 80% of students will meet end of grade level benchmarks in mathematics as measured by a combination of enVision unit assessments, benchmark assessments, end-of-year assessments and CCSS performance tasks.

Comprehensive Needs Assessment

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

Upon a review of student performance on the 2013 NYS assessments, there was a decrease in the number of students achieving a level 3 or higher. The DOE Citywide Instructional Expectations and the CCSS emphasizes the need to deepen students' conceptual understanding and procedural fluency in mathematics. We see the need to improve our instruction to support additional rigor in classroom instruction thus supporting our students in demonstrating mastery in the CCSS Domains. Ongoing needs assessment also includes discussions with teachers at grade level meetings (grade level discussions include review of student performance from a variety of mathematics assessments), one-on-one meetings with teachers, teacher and parent feedback from Learning Environment Survey, discussions at SLT meetings.

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. All teachers in grades K-5 will administer, grade and analyze student performance on CCSS aligned performance tasks. Data will be used to revise curriculum and instructional objectives to support student progress in meeting the identified CCSS mathematical domains and practices.
2. Administration will provide on-going staff development in developing and implementing instructional strategies that focus on strengthening the mathematical practices identified in the CCSS, i.e., planning questions that both check and deepen students' understanding of mathematical concepts, problem solving strategies, constructing viable arguments both orally and in written form.
3. Grade 4 & 5 students who scored a Level 1 or 2 on NYS Assessment will receive additional after-school instructional support on a weekly basis.
4. Students who need more support in math will receive RTI services during the day and in the Extended Day After-School Program.
5. All teachers will pre-assess unit concepts both to assess individual student needs; determining areas of strengths and weakness. This data will be used to inform small group work.
6. All teachers will follow the enVisions math pacing calendar and revise it based upon student performance from formative and summative assessment data.
7. Extended Parent/Teacher conferences will be held to identify specific learning strategies and instructional goals identified to strengthen academic performance of Grade 4 & 5 students.

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

1. Principal, Assistant Principal, Grade K-5 teachers.
2. Principal and Assistant Principal will lead professional development sessions, grade level curriculum meetings.
3. Grade 4 and 5 teachers
4. Grade K-5 teachers
5. Grade K-5 Teachers
6. Grade K-5 Teachers
7. Grade 3-5 Teachers

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

1. Increase in student proficiency levels (at least by one proficiency level) on CCSS tasks as measured by task rubrics.
2. Frequent classroom observations conducted by principal and assistant principal to observe the implementation of problem solving strategies and higher level questions during mathematics instruction.
3. Principal and Assistant Principal will facilitate teacher grade level and Thursday SBO to support curriculum revisions based upon results from formative data.
4. Monitoring of student progress (80% of students) in meeting end of grade level benchmarks through analysis of formative data by principal, assistant principal, three times a year.

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

1. October 2013-June 2014 – Ongoing teacher professional development

2. October 2013-2014 - Classroom teachers will engage in analysis of formative data to inform classroom instruction.
3. Additional instructional support Level 1 & 2 students – December 2013 – April 2014
4. Extended Parent/Teacher conferences – December 2013 – January 2014.

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

1. Two common planning preps per week per grade.
2. All teachers have Thursday SBO where they meet to analyze data and plan curriculum goals and objectives.
3. Designated DOE professional development days.
4. Teacher per session for Level 1 & Level 2 student after-school program (2 teachers, length of program 14 weeks).
5. Teacher per session for Extended Parent/Teacher conferences to be held before or after school.

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).

To expand the process for engaging parents in proactive and collaborative discussions that support student learning, the following parent involvement activities will be offered: parent workshops on understanding the academic skills and knowledge identified in the CCSS and the NYS Mathematics assessment, distribution of school mathematics newsletter (three times a year) with suggestions on how to support mathematical concepts at home and parent resources that explain CCSS grade level skills and concepts, one-on-one Extended Parent Conferences for families of students in grades 4 and 5 who scored a Level 1 or 2 on New York State Mathematics assessment. Parent coordinator will conduct monthly parent workshops to support the connection between home and school in strengthening academic achievement. A variety of methods will be used to notify parents of upcoming events, i.e., school telephone messaging system, flyers backpacked with students, school website, etc.

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

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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 2104, 80% of students in Grades K-5 will meet grade level benchmarks in reading and writing as measured by end of the year Running Record Assessments and an analysis of writing produced through "on-demand" tasks and final published pieces.

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.

Ongoing needs assessment includes discussion with teachers at grade meeting (grade level discussions included a review of data from formative ELA assessments – some areas of need noted - use of appropriate details in writing, responses to inferential reading questions on running records), one-on-one meetings with teachers, discussions in SLT meetings, parent feedback on Learning Environment Survey. Included in grade meeting discussions were analysis of NYS ELA tests scores and running record progress data by grade level. As the CCSS and DOE Citywide Instructional Expectations emphasize that all students be able to comprehend increasing complex texts, we need to plan and implement a literacy program that will provide students with the skills needed to be College and Career ready.

Instructional Strategies/Activities

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

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

1. Teachers will follow reading and writing pacing calendars aligned with the CCSS.
2. Classroom teachers in grades K-5 will administer running records at least three times a year and submit results into TC Assessment Pro in November, March, June.
3. Principal and data specialist will develop charts based upon this data and review results with teachers during grade meetings.
4. Fountas and Pinnell leveled literacy intervention program will be used to support our At-risk students during the day and in the Extended Day Program.
5. Students in grades 4 & 5 who scored a Level 1 and 2 on the NYS ELA assessment will receive additional instructional support after-school on a weekly basis.

6. Based upon formative data, students in need of additional academic support will receive RTI services during the day as well as participate in the after-school Extended Day Program.
7. Teachers will use conference notes to be reviewed periodically at PD sessions and used to guide instruction.
8. All classrooms have Smartboards and document cameras and teachers will use these tools for literacy instruction.
9. An F Status ESL teacher will be hired to provide additional supplemental reading support for our Grade 1, 2, 4 & 5 ELL students.
10. Classroom teachers will review on-demand writing pieces. Grade level meetings will be used to review student work against the Teachers College Reading and Writing Project writing continuums that are CCSS aligned in each of the following areas: narrative, informational, and persuasive writing. Data from student performance will be used to revise curriculum maps, establish instructional focus and identify student learning goals.
11. Teachers will submit data on student performance based upon the instructional objectives for each reading and writing unit of study. Data identify students' strengths, areas of need and learning objectives to support students' academic progress. Data submitted to administration for review.
12. All teachers will participate in literacy professional development. The focus will be on implementing instructional strategies that will support all students in meeting the grade level reading and writing competencies identified in the CCSS.
13. Extended Parent/Teacher Conferences to identify specific strategies and learning goals to enhance academic proficiency of Level 1 & 2 students in grades 4 & 5.

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

1. Grade K-5 Teachers
2. Grade K-5 Teachers
3. Principal and Data Specialist
4. Grade K-5 Teachers
5. Grade 4 & 5 Teachers
6. Principal, Assistant Principal, Grade K-5 Teachers
7. Principal, Assistant Principal, Grade K-5 Teachers
8. F Status ELL Teacher
9. Grade K-5 Teachers
10. Principal, Assistant Principal, Grade K-5 Teachers
11. Principal, Assistant Principal
12. Grade 3, 4 & 5 Teachers

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

1. 80% of all students will be reading at grade level benchmark by June 2014.
2. Increase in student proficiency levels (at least one level) as measured by writing continuum rubric between on-demand and published piece performance
3. 80% of students will demonstrate progress in meeting grade level benchmarks as identified by ELA CCSS.
4. Level 1 & 2 students will move a minimum of 2 reading levels by June 2014.

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

1. September 2013 to June 2014
2. F Status ELL teacher – December 2013 to June 2014
3. Level 1 & 2 Student Academic Support – December 2013
4. Extended Parent/Teacher conferences – December 2013-January 2014

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

1. Per diem rate teachers for professional development sessions. – 25 days, 25 teachers
2. F Status daily rate for ELL teacher.
3. Teacher per-session for Level 1 & Level 2 student after-school program – 2 teachers, 14 weeks
4. Teacher per-session for Extended Parent/Teacher Conferences to be held before or after school.
5. Purchase of computer software – Reading A to Z, Raz Kids – supplemental leveled reading materials.
6. Grade level meetings and Thursday SBO will be used for reviewing student work, analysis of data and planning instructional strategies to strengthen student performance.
7. DOE designated Professional Development Days.

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).

Parent Coordinator will hold monthly meetings on various topics to support the home and school connection on supporting academic progress. Parent workshops will be offered on the ELA CCSS and the NYS ELA assessments. September curriculum meetings for parents. Distribution of DOE information on CCSS. Workshops for parents of ELL learners on ways to promote language acquisition and fluency.

Budget and Resource Alignment

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

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

Goal and Action Plan #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, the number of students achieving a Level 3 or higher on the NYS ELA assessment will increase by 20%.

Comprehensive Needs Assessment

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

Based upon school data provided in the school's Progress Report, there was increase in student progress as measured by the following categories: Early Grade Progress, Median Adjusted Growth Percentile for School's Lowest Third and Median Adjusted Growth Percentile. However, the percentage of students scoring at a Level 3 or higher declined; with only 49.5% achieving proficiency levels. Because of the increased demands of the CCSS in ELA, we need to ensure that we are preparing our students for the more rigorous expectations and increase the number of students achieving a proficiency level.

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. Analysis of student performance on the 2013 assessment to identify areas of need and plan instructional strategies to support student progress and proficiency levels in meeting reading standards.
2. All teachers will participate in literacy professional development sessions; with regard to understanding of text complexity, close reading of texts and strategies for strengthening students' comprehension skills.
3. Administration will provide on-going staff development on effective questioning and discussion techniques to further develop students' skill of using evidence to support arguments both orally and in written form.
4. Use of frequent on-going classroom observations of teacher practice by administration on the use of effective questioning and classroom discussions to deepen students understanding of new content.
5. Analysis of student performance on instructional objectives for CCSS aligned reading/writing units of study and performance assessments.
6. Use of data to revise, plan and implement CCSS aligned curriculum and instructional strategies to strengthen student progress.
7. Create and use performance assessments that mirror the NYS assessments with a focus on written responses (i.e., analysis, opinion) to informational texts as identified in the CCSS.
8. Use assessment rubric to measure and monitor student progress on performance assessments
9. Additional supplemental services for ELL students
10. AIS program for Level 1 & 2 Grade 4 & 5 students

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

1. Principal, Assistant Principal, classroom teachers
2. Principal, Assistant Principal, classroom teachers
3. Principal, Assistant Principal, classroom teachers
4. Principal, Assistant Principal

5. Principal, Assistant Principal, classroom teachers
6. Principal, Assistant Principal, classroom teachers
7. Principal, Assistant Principal, classroom teachers
8. F status ELL Teacher
9. Grade 4 & 5 Teachers

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

1. 80% of students will demonstrate progress in meeting grade level benchmarks as identified by ELA CCSS based upon data from reading and writing curriculum units.
2. Students (including SWD and ELL subgroups) will progress a minimum of one proficiency level on performance based assessments.
3. Students (including SWD and ELL subgroups) will progress a minimum of 2 reading levels to demonstrate progress in reading comprehension skills.

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

1. September 2013 – June 2014
2. October 2013 – April 2014, principal and assistant principal will conduct a minimum of six informal classroom visits and provide feedback on effective teaching practice based on the Danielson Framework for Teaching.
3. ELL supplemental instructional support – December 2013- June 2014
4. AIS program – December 2013 – April 2014

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

1. Per diem days for teacher participation in literacy professional development sessions 25 days, 25 teachers.
2. Common planning periods, Thursday SBO, DOE designated professional development days for curriculum planning, analysis of data, review of student work products and strategies for enhancing teacher practice
3. Daily rate F Status ELL teacher

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).

One-on-one Extended Parent Conferences for families of students in grades 4 and 5 who scored a Level 1 or 2 on New York State ELA assessment, parent workshops on the ELA CCSS and NYS ELA assessment, September parent orientations, monthly parent workshops led by parent coordinator on topics to enhance the home/school connection, distribution of DOE parent resources on the CCSS.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

- 1.

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

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

	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.

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided reading, Wilson, Foundations, Fountas & Pinnell, Words Their Way Phonics instruction, TC Reading and Writing Units of Study, Common Core ELA Clinic supplemental materials, software – Raz Kids, Reading A-Z.	Small group instruction, one-to-one tutoring, focused on guided reading, writing and word study based upon data from on-going formative assessments.	Provided during the school day, RTI periods (during the day), after school Extended Day Program, after school academic support for grade 4 & 5 Level 1 and 2 students.
Mathematics	enVisions remediation materials, Common Core Mathematics Clinic supplemental materials, mathematics websites.	Small group, one-to-one tutoring, focused on mastery of mathematics' content, procedural and problem solving skills.	Provided during the school day as part of classroom instruction, RTI period during the day, after-school Extended Day program, after-school academic support for grade 4 & 5 Level 1 & 2 students.
Science	Harcourt Science program materials, non-fiction aligned resources (trade books, articles), computer software, i.e, Brain Pop, Britannica On-line.	Small group instruction focused on understanding of content related vocabulary, science content knowledge and critical thinking skills.	Provided during the school day and in the after-school Extended Day program.
Social Studies	Supplemental Social Studies Core Curriculum materials (trade books, articles, primary source documents), computer software , i.e., Brain Pop, Britannica On-line.	Small group instruction focused on understanding of content related vocabulary, social studies content knowledge and on critical thinking skills.	Provided during the school day and after-school Extended Day program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk services (e.g., provided by Guidance Counselor, School Psychologist, Social Worker)	Promoting self-esteem, development of social and emotional problem solving skills.	Sessions take place during the day.

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X 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.

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).

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.).

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 26	Borough Queens	School Number 018
School Name Winchester		

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 Kathy Peknic	Assistant Principal Leigh Discala
Coach	Coach
ESL Teacher Suanne Yeres	Guidance Counselor Anastasia Frangos
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Marnie Tannenbaum
Related Service Provider Andria Scala	Other Hollis Israel - Speech teacher
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	586	Total number of ELLs	46	ELLs as share of total student population (%)	7.85%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	16	15	9	0	4	2								46
SELECT ONE														0
Total	16	15	9	0	4	2	0	46						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	4
SIFE	-0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	44			2						46
Total	44	0	0	2	0	0	0	0	0	46

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2											2
Chinese														0
Russian														0
Bengali	2		1			1								4
Urdu	2		1											3
Arabic		1			1									2
Haitian														0
French														0
Korean		2												2
Punjabi	6	8	4		3	1								22
Polish														0
Albanian														0
Other	6	4	1											11
TOTAL	16	15	9	0	4	2	0	46						

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)		1	0	0	1	2								4

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)	3	3	2	0	2	0								10
Advanced (A)	13	11	7	0	1	0								32
Total	16	15	9	0	4	2	0	0	0	0	0	0	0	46

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

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

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

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

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 18 the literacy assessments used in Grades K - 2 are the TCRWP. This is also done in grades 3-5. The data gives us insights into the literacy levels of our ELLs - their knowledge of concepts of print, identification of individual letters and sounds, sight words, spelling capabilities and reading strategies used. The ELLs' reading level is assessed through this program, as well as their literal and inferential comprehension skills. Insight is also gained into the ELLs' speaking skills as they retell the stories read. This gives the teacher the information needed to inform instruction. The child's strengths and specific needs are highlighted through this assessment and a plan for literacy targeted instruction is developed to scaffold strengths and to teach to the ELLs specific needs. This set of assessments correlates to the Fountas and Pinnell system for leveling books and helps teachers match ELLs with books they can read independently which helps them acquire schema and fluency. ELLs can practice the strategies they learn and acquire new vocabulary in context.

In examining the TC assessment from Fall 2013, our Non-fiction literature will be a focus to increase academic vocabulary. The ESL teacher and the classroom teacher will be working with our ELLs to achieve these goals.

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

An assessment analysis has been done using the LAB-R and NYSESLAT results. Students' native language skills are also assessed. Students are encouraged to write and read in their Native language. The writing assessment opens a window to their literacy skills and is a good predictor of needs in both Reading and Writing. The results of the LAB-R scores for our Kindergarteners indicate that there are 3 Intermediates and 13 Advanced ELLs. Among the Intermediates in Kindergarten, the scores indicate that students' needs lie in all areas – Listening, Speaking and Reading. Writing was not included on the LAB-R for this grade; however, the focus of instruction is to strengthen skills in all four areas. Speaking and vocabulary development will be key for this group. The Advanced ELLs will also require targeted, differentiated instruction in all four modalities. Development of reading and writing skills with an emphasis on vocabulary development will be key for this group as well.

In 1st Grade the NYSESLAT scores indicate that we have 1 Beginner and 3 Intermediates and 11 Advanced ELLs. The Beginner's needs lie in all areas. The Intermediates needs lie in the areas of Reading and Writing. Our Intermediates need nurturing of their Speaking skills. The Advanced ELLs will need a focus on Speaking and Writing. The 2nd Grade scores indicate that we have 2 Intermediates and 7 Advanced ELLs. The Intermediate and Advanced students' needs lie in Reading and Writing. In Grade 4 there is one Beginner, 2 Intermediates and 1 Advanced ELL. The Beginner needs lie in all areas, with a focus on vocabulary development and Speaking. The Intermediates needs lie in the areas of Reading and Writing. Our Advanced ELLs' needs lie in the area of Listening skills. In Grade 5, we have 2 Beginners. Their needs lie in all areas ELL's needs lie in all areas..

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](#))

Instruction will be informed by the patterns evident across the modalities. The ESL teacher confers with the classroom teacher to create a targeted instructional plan that will support the needs of the ELLs. Small group instruction will focus on these areas of need. The interdependency of language proficiency and content are instruction will help move the ELLs toward proficiency. Ongoing assessments will monitor progress. These assessments will guide further instruction. In Grade 2 there will be an emphasis on Speaking and Listening skills. The Intermediate and Advanced ELLs in grades 2-5 need a focus on Reading and Writing skills. The Beginners in all grades will need comprehensible input to advance their language acquisition. They will need to have the opportunity to speak in a safe and nonjudgemental environment.

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?

There is an evident pattern across the grades that has been noted. Our Beginners initially require a focus on the four modalities – Reading, Writing, Listening and Speaking. As they progress, the focus shifts to Reading and Writing. However, in Grade one, Intermediate ELLs need scaffolding with Speaking. There are numerous implications for the school's LAP and instruction. Throughout

all stages, challenging content and well developed learning strategies are employed and are in line with the curriculum in the classroom. Students' progress is routinely assessed and specific goals are set for them. ELLs are prepared at all levels to think critically, solve problems and communicate in English. Content area instruction is incorporated at all levels using ESL methodology. Close communication with the classroom teachers is maintained to deliver the most effective literacy instruction as well as to tailor content area instruction. Native language literacy, as mentioned previously, helps us to gauge what scaffolding ELLs will need while moving through the process of second language learning. Writing samples in the ELLs' native language provide a window to assess their native language literacy. School leadership and classroom teachers are made aware of ELLs' needs through analysis of the NYSESLAT, LAB R and Periodic Assessments results by conferencing with the ESL teacher. The Periodic Assessments reveal the needs and progress that our ELLs are making in the areas of Reading, Writing, Listening and Speaking. Instruction is targeted to their needs using these results as one of their guides. Our Title III Program is designed to provide additional support, through a Push-In model during the school day in the areas of Reading comprehension skills and Math problem solving strategies. Our Resource Room and Speech teacher work with ELLs with special needs. Peer tutoring is employed in the classrooms to scaffold ELLs. The extended day period is mandated for all ELLs. During this time teachers will provide very small group targeted instruction. This is all done with the intention to enable ELL's to meet and eventually exceed the State and City Standards.

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

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](#).)

The RtI framework offers valuable scaffolding for ELLs who are considered at-risk for academic difficulties. As advocates for our ELLs we incorporate all the layers of instructional support to target their specific needs. Through prevention and early intervention ELLs get the instruction and differentiation they need to successfully gain the literacy and math skills that is expected of all students in their grade. The data from the TCRWP assessments the NYSESLAT and the NYS ELA , Math and Science tests are analyzed in June to plan supports for the upcoming school year. Classroom teachers give input in relation to the need for RtI support for their ELLs.

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

Moving our ELLs through the stages of second language acquisition is of utmost importance. The ESL teacher confers consistently with the classroom teacher to make the instructional decisions that will move the ELLs steadily through the process of second language learning. ELLs are evaluated in the areas of Listening, Speaking, Reading and Writing and sets of needs and goals are formulated to foster targeted, differentiated instruction in the classroom and in ESL. All instructional decisions are made with the needs of the ELL in mind. The compilation of data that the ESL teacher and classroom teacher has, is analyzed to form the list of needs and goals for our ELLs. Our data drives our instruction to ensure the academic success of our ELLs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

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

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](#).)
ELL Identification Process

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

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.
Parents view the Orientation video in their home language. The video explains fully the choices offered for English Language Learners. The ESL teacher along with our translators, discuss all three choices in depth and answer all questions and concerns that parents have. Any parents who cannot attend the orientation meeting will be called by our bilingual paraprofessionals. They will explain the process and will set up a one on one meeting with the parent and the ESL teacher. The video will be seen at that meeting and again, all concerns and questions will be addressed. This will all take place within the first 10 days of school.
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 ESL teacher formulates a list of all entitled students using information from the scores on the LAB R. Entitlement letters in the student's home language and in English are prepared and put into envelopes addressed to the parents of the ELL. The ESL teacher puts the letters into the homework folders of the ELLs in their respective classrooms. Also contained in the envelope is the Guide for parents of English Language Learners in the home language. This is given out one week before the parent orientation. The day before the orientation, the ESL teacher puts reminders into the ELLs homework folders in their classrooms to reiterate the importance of attending the meeting. The meeting is held at 8:40 in the morning after drop of their child. This year of the 16 newly admitted ELLs, 12 parents attended the orientation meeting. The other 4 parents were contacted by phone, with a translator, immediately after the meeting. They all came in that day for individual orientations where the video was shown and questions and concerns were addressed.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The LAB R was administered. The cut scores from Assessment Memorandum #2 were adhered to when handscoring the tests. The cut scores indicate whether a child is eligible for services and what level of English language proficiency the child is in. Parents were notified as noted above and attended the orientation meeting. Translators in 4 languages - Punjabi, Urdu, Bengali and Spanish were present at the orientation meeting. Information was available in families home languages. ELLs were identified and put into groups according to their grade level.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The window to administer the Speaking portion of the NYSESLAT is the longest. Individual testing begins as soon as the

designated date allows. A spreadsheet of ELLs is created and as each child is tested they are checked off. Generally 3 weeks later, a 2 week period opens for the testing of the Listening, Reading and Writing sections of the NYSESLAT. ELLs are tested in small groups, usually of approximately 7 children. The groups are organized by grade level. Groups are mapped out on a spreadsheet over the two week period beginning with the Listening portion, folled by the Reading and then the Writing. The Listening test is given first to all grade levels in their respective groups. Students are recorded on the original spreadsheet to indicate that they have been tested. Absentees are tested immediately upon their return to school during the testing window. The Reading and Writing tests are given in the same manner. All tests are kept in a secure location. All students have always been tested on all 4 sections of the NYSESLAT.

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. [i](#)

The LAP Team reviews the parent choice forms to look for patterns and trends. The process is ongoing. We meet periodically to review the forms of our new admits. A review of the Parent Survey and Program Selection forms indicates that the parents of P.S. 18 ELLs have exclusively selected the English as a Second Language Program as their preference. This year the parents of the 16 new ELLs have chosen ESL as their first choice. This trend has been consistent in our school since the onset of the choices have been given. The program that is offered at our school is the Freestanding ESL Pull-Out/Push-In Program. Parents have been extremely satisfied with the success rate of the ELLs at P.S. 18. Most of our former ELLs are among the highest performing students in the school on the ELA and Math assessments. The reputation of our ESL Program is well respected and the Parent Options reflect this. The average stay in the program has been two to three years. Parental Choice and Options are always respected and fulfilled as per guidelines. If there is desire for TBE or Dual Language, parents have the necessary information to have their students placed in a school that offers this option. As new students are admitted, throughout the year, individual parent meetings are scheduled within the first ten days of admission, to make the parent aware of their options and familiarize them with the program offered at our school. There are ongoing opportunities to visit the school, confer with staff and attend parent workshops. Our Parent Coordinator attends all orientations, confers with parents and provides translators when needed.

In May of the 2013-14 school year the NYSESLAT will be administered to formally assess the progress that our ELLs have made in the areas of Reading, Writing, Listening and Speaking. The results of the NYSESLAT are used to inform instruction so that our ELLs move steadily toward proficiency in English.

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])?

Presently we have 46 ELLs in our Freestanding ESL Pull-Out/Push-In program. There are 44 Newcomers, having received 0-3 years in ESL and 2 ELLs on their 4th year of service. There are 3 Kindergarten and 2 grade 2 ELLs in a Special Education placement. There are no SIFE or Long-Term ELLs in our program. The ESL program at P.S. 18 is a pull-out/ push in program. In Kindergarten, Grade 1 and Grade 2, the ESL teacher pulls ELLs out according to the mandated service requirement. ELLs are taken to the ESL room for ESL instruction. The ESL room is equipped with a great amount of books, materials and technology. The grade 4 and 5 group is a push-in model. The groups are comprised of mixed proficiency levels.

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)?

All ELLs in this program are serviced according to NYS mandate as required under CR Part 154. Beginner and Intermediate level ELLs receive 360 minutes and our Advanced ELLs receive 180 minutes of support per week. Advanced ELLs receive 180 minutes of ELA instruction per week as mandated. The ELLs are grouped by grade level. There are two groups in Kindergarten. In Grade 1 there are 2 groups. There is one 2 grade group. There is a Grade 4, 5 group. Groups meet for a 50 minute period. In Grades 4 and 5 there is Push-In and Pull-Out model. In Grades K, 1 and 2 there is a Pull-Out model. There are mixed proficiency levels in each group. The Beginners and Intermediates are supported 8 periods per week and the Advanced ELLs are supported 4 periods per week. Classroom teachers do not teach Math during the ESL pull-out periods.

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.

Mrs. Yeres confers with classroom teachers regularly and aligns the ESL curriculum to the classroom. Content area curriculum is presented by classroom teachers, as well as the Science teacher, and concepts are scaffolded in the ESL room. Concepts are often reintroduced using ESL strategies to achieve understanding. Academic language and vocabulary development is aligned to grade level reading and writing demands. Content area vocabulary is strong focus. These strategies make core curriculum accessible to our ELLs. Specific strategies will be used for every Common Core State Standard to enable our ELLs to meet these standards. Resources from the Common Core library will be utilized to support the academic progress of our ELLs. Our students' level of literacy of in their native language is always of utmost importance when planning for instruction.

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

A writing sample in their native language is taken and translators help the ESL teacher to assess native language literacy levels. Students who are literate in their native language progress more quickly through the stages of language acquisition. They have developed their own strategies for learning and it will serve them well as they move through these stages. Those who struggle with native language literacy are students who will need to be taught specific strategies for learning. They will need scaffolding in most areas. Instructional materials will include a wide range of print visuals and realia to support their comprehension of the content to be learned. Bilingual glossaries, technology programs and the institution of a buddy system support native language learning as well as English content area literacy.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher has developed an evaluation checklist for all for modalities on each grade level. Through teacher observation, writing samples, group work products, ongoing testing of listening, reading, writing and speaking skills, the checklist is updated at regular intervals. On the checklist, progress is noted and goals are set for the new interval. The checklist was developed and aligned with the applicable standards set for all students of the grade.

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).

There are no Students With Interrupted Formal Education (SIFE) in the program at this time. High expectations have been set for ELLs who have been in our ESL program for less than 3 years. The ESL teacher works closely with the classroom teacher to provide a literacy rich environment with age and grade appropriate texts. Curriculum and instruction are closely aligned to applicable standards set for all students. Use of scaffolds and differentiation helps our ELLs to meet these standards. Ongoing assessments to monitor progress and creation of attainable goals, moves the ELL through the stages of English language learning. Small group instruction is set up to facilitate academic discussions. We have 2 ELLs receiving service for 4 years. One of those ELLs is in a self contained Special Education class. Due to his limited communication skills, as noted on his IEP, attainment of proficiency has been difficult. He has made progress through the use of ESL teaching strategies - repetition, speaking slowly, use of realia and high context related material. Our other long-term ELL has made progress as well. He is supported by the ESL teacher in our Extended Day program. We have no long-term ELLs. The ESL teacher pushes -in to his 4th grade classroom to support him with grade level tasks he is responsible for completing. A plan for vocabulary enrichment is in place and has been successful. Differentiated instructional strategies are used to support his attainment of goals. The ESL teacher pushes-in to the Grade 4 class. All former grade 4 ELLs are scaffolded at that time. Former ELLs in other grades are included in the small group instruction given during the Extended Day session. RtI is employed when teachers deem necessary.

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?

Special Needs ELLs are grouped with general education students to ensure the least restrictive environment. Our focus is on creating high expectations for learning and achievement to maximize the potential for each student. Using the framework, Universal Design for Learning, teachers recognize that every student learns differently. New material is presented using texts, charts, video clips and computer software. Tasks are broken down, as needed into short term goals and learning is expressed in a variety of ways. Student choice is valued. The ESL teacher pushes-in to the classroom as well, to ensure that the diverse needs of ELL-SWDs are met. Scheduling flexibility is key in making sure that ESL support is constant.

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

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?

According to each child's IEP and with ongoing consultations with the Special Education teacher and Paraprofessional, ESL strategies have been tailored to meet the needs of these students. Targeted instruction in the classroom, extended day program and in our Title III ESL program help to meet the needs of these students as well as all of our ELLs. Grade level Science and Social Studies materials are used in ESL class to support understanding of concepts presented in class. The ESL teacher speaks slowly, repeating and rephrasing material to insure comprehensibility. The teacher models reading and writing strategies; the atmosphere in the ESL room is one where the Special-needs ELL feels free to take risks and is celebrated for his/her efforts. Constructive feedback is given to support progress. They are actively engaged in purposeful learning.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

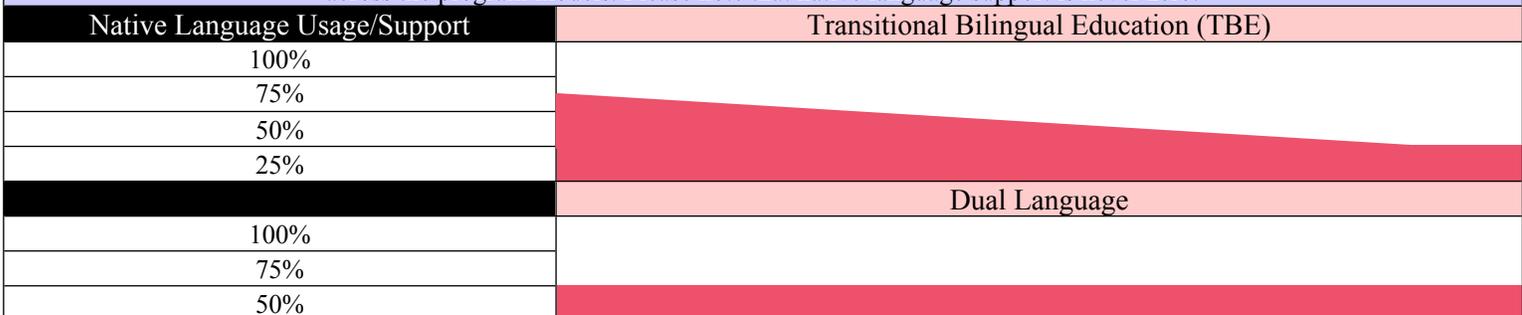
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

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

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

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

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

Our ELLs typically achieve English proficiency within 2-3 years. This year we had 6 Kindergarten ELLs achieve proficiency within the first year of instruction. In Grades 1, 2, 3 and 5, 13 ELLs reached proficiency within 2 years of ESL instruction. The majority of remaining ELLs in grades 1 and 2 scored Advanced on the NYSESLAT. The overwhelming majority of ELLs advanced one level on the NYSESLAT. High expectations are set for all of our ELLs. Teacher collaboration is a key factor in the success of our ELLs. Our staff enriches language development, academic concepts and skills. ELLs enjoy the ESL program and find it to be a safe and nurturing environment to take chances in and grow the skills needed to attain proficiency in listening, reading, writing and speaking. The curriculum and instruction are closely aligned to the applicable standards for the grade level. Our program of academic rigor is an asset to the school. The former ELLs at P.S. 18 have proven to be among the most successful students in our school community.

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

Budget permitting, our goal is to provide our ELLs with a variety of cultural and academic experiences. During the course of the year, students participate in a series of Enrichment Clusters. These cluster programs provide students with an opportunity to participate in a self-selected learning activity, some of which include chess, readers theater, songwriting, etc. Our new math program enVisions emphasizes important mathematical skills and processes that students need to compete in an expanding global economy. It incorporates technology and we have found it to be a very comprehensive program. Additionally, in grade 5, students participate in a Ballroom Dancing program. The supplemental language development, as well as opportunities for students to use oral expression, provided by these programs excite the students and bolster ELLs speaking and listening skills. The arts program is also enriched by our Chorus and Art Studio programs. Vocabulary development is a focus at P.S. 18. We are using Building Academic Vocabulary by Robert Marzano and Isabel Beck's Bringing Words to Life as mentor texts for our teachers.

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

At this time there are no programs or services to be discontinued for ELLs in our school.

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

ELLs are encouraged to take part in all school programs and services. All ELLs are involved in the extended day program which provides small group targeted instruction. The Title III program supports ELLs skills in Math and Science. There is a self sustaining after school program that offers homework help that many former ELLs participate in. The chorus, suzuki violin program and Early Scholars program is available to our ELLs. The Science, Art and Physical Education nights are well attended by ELLs and their families. The International night gives ELLs and their families a chance to share their culture with the school community through dress, food and dance. The Winchester Academy is an early morning program which affords ELLs and all students practice with test taking skills. Fifth grade ELLs take part in the Ballroom Dance program and enjoy the Senior trip and dance party. All programs and services are well attended by our ELLs and former ELLs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Vocabulary development is a part of every discipline within our school community. In Reading, the Common Core State Standards are our focus, giving students the opportunity to comprehend informational texts. Resources for Science and Social Studies are available to teachers as well as the purchase of new non-fiction books to add to the rich classroom libraries. The Harcourt Science Program is being implemented in grades K-5 which includes one Lab period per week with the Science cluster teacher. In Math, Grades 4 and 5 are using the Envisions program. Weekday Workout for Math is a supplementary problem solving program that is being used. Teachers are using a variety of problem solving strategies to support math thinking in oral and written form. In Grades 1-5 Singapore Math problem solving strategies are taught. In addition to the grade level content, teachers are providing instructional strategies in the math process standards. This year the emphasis is on supporting students in their ability to explain and justify their mathematical ideas. Our ELLs benefit from the small group instruction that takes place in their classrooms in this area of study. In the area of technology, all classrooms are equipped with Smartboards and document cameras. Teachers have had training in their use to extend and enrich curriculum. There are many web based programs that are being used and additional Smartboard curriculum resources are made available ongoing throughout the year. This year we are participating in the new Brain Pop ESL Beta Program. Classrooms all have multiple computers and our Computer Lab is furnished with the latest technology. During the course of the year, teachers will be implementing an Enrichment program in which students will choose from a variety of electives: Art Studio, Chorus, Chess, Reader's Theater. Our ELLs benefit from equal access to all of these diverse programs. Required services support and resources correspond to ELLs ages and grade levels.

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

ELLs are buddied with a child in the classroom who speaks their language whenever possible. Our paraprofessionals in the school are bilingual and speak all of the predominant languages that our ELLs speak - Punjabi, Urdu, Bengali, Malayalam, Chinese, Korean and Spanish. They are readily available to assist our ELLs with academic and social issues that present itself.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The ESL program supports the English literacy development of our ELLs at every grade level and every stage of literacy development. There is collaboration with the ESL teacher and the classroom teacher to provide the most challenging academic environment for our ELLs. Both the ESL classroom and the grade level classrooms are literacy rich environments that provide grade level appropriate texts and materials. Using small group instruction and ESL teaching strategies ELLs gain access to grade appropriate concepts and materials.

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.

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

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

P.S. 18 has ongoing, in-depth professional development to ensure the strong classroom instruction that fosters academic success. Professional Development opportunities are offered for teachers of ESL. Current techniques and strategies are presented to keep us on the cutting edge of ESL instructional methodology. The Principal and the ESL teacher attended professional development sessions on Bringing Common Core to Life for ELLs: Language, Literacy & Learning - CFN 205, Maryann Cucchiara - Presenter. Instructional strategies learned were shared with all teachers. Our computer cluster teacher supports teachers during the year, at faculty meetings, on methods for infusing smartboard technology, as well as new software, into the existing curriculum. The focus is on making content more accessible and interactive in ways that support the ELLs and all learners. Sixteen days have been scheduled with the Teachers College staff developers, to provide job embedded professional development on literacy instruction that lays out a rigorous progression of skills - phonics, vocabulary, reading, writing, listening and speaking - that are aligned to the Common Core Learning Standards. During these Professional Development periods, teachers are involved in reviewing student work, modifying and adjusting curriculum objectives and learning how to modify instructional practices that address the needs and build on the strengths of the individual learners in their classes, with a focus on ELLs. The TC Staff Developer in our school provides ongoing support to the ESL teacher. Teachers are offered a menu of calendar days at Teachers College that are both grade specific and content specific, i.e., Science and Social Studies. Teachers are also encouraged to attend those calendar days that deal specifically with the English Language Learner. Teacher College has enabled the ESL teacher and classroom teachers to learn ESL methodology from the foremost authorities in the U.S. A staff member attends monthly CFN math meetings on strategies to differentiate instruction to meet the diverse needs of all students as well as on methods to help students meet the CCLS. Information is shared monthly with the entire staff during the Thursday SBO, which is focused on teacher practice.

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

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?

In addition to scheduled Parent Teacher conferences, parents are encouraged to participate in classroom activities, i.e., writing celebrations, during the course of the school year. Ongoing newsletter from teachers apprise parents of what their children are doing in each subject area and tips for what parents can do to support their child's learning. Invitations to parents to participate in classroom activities are also included in the newsletters. Scheduled school-wide events are publicized through the use of flyers and telephone alerts. Events include curriculum/content workshops, Family Fun Nights(i.e. Art, Physical Education, Science), movie nights, the Aris data system. Our annual International Night Celebration, featuring traditional food, clothing, music and dance from the many native countries of our students, is especially well attended. When new students are admitted, they are given a tour of the school and cultural diversity is addressed. Additionally, the school staff and P.T.A. work together to provide parents with information at P.T.A. meetings on such topics as school safety, cyberbullying, promoting a child's self esteem, parenting tips. Flyers request parents to notify our parent coordinator of their need for oral translation services, designating the language spoken. The predominant languages requested are Punjabi, Urdu and Spanish.

Telephone alerts are translated into the language requested by the parents, based on the HLIS. Documents without an available corresponding written translation are stamped - * Important- Please Have Translated - in the following languages: Hindi, Spanish, Korean and. Our Parent Coordinator organizes all volunteer activities in our school community, from the health committee to the school library volunteer program. She presents at P.T.A. meetings, family orientation meetings and meets one-on-one with parents to answer questions about school programs, provide information on support services available and act as the principal's liaison in discussing parental concerns. Our Parent Coordinator is also the liaison for the school's oral and written translation needs, retaining outside vendors as well as the DOE translation unit. Our ESL teacher, Mrs. Yeres, is available to meet with parents to discuss the language development progress of their child and she facilitates parent workshops on various topics, such as understanding the NYSESLAT assessment. All documents from the NYCDOE are provided information in eight translated languages, i.e. Spanish, Korean, Urdu, Chinese. Translated written versions are distributed to families based upon language need as identified in the HLIS. During the school day, school staff members who are fluent in Spanish, Hindi, Punjabi Chinese and Korean are utilized to answer parent questions, translate at Parent/Teacher meetings and work with the parent coordinator to assist families with completing school forms. P.T.A. elections for executive board roles and school leadership team positions are advertised in written flyer formant and through the telephone messaging system. All parents are encouraged to take on a leadership role within the school community. Parents are provided with a variety of methods to provide feedback to the school; tools include: the DOE Learning Environment Survey, P.T.A. meetings, meetings with the Principal, Parent Coordinator, ESL teacher, classroom teacher and the P.T.A. generated Parent Satisfaction Survey.

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: PS 18

School DBN: 26Q018

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Peknic	Principal		10/7/13
Leigh Discala	Assistant Principal		10/7/13
Marnie Tannenbaum	Parent Coordinator		10/7/13
Suanne Yeres	ESL Teacher		10/7/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Anastasia Frangos	Guidance Counselor		10/7/13
	Network Leader		
Andria Scala	Other <u>SETSS</u>		10/7/13
Hollis Israel	Other <u>Speech</u>		10/7/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26q018 School Name: The Winchester School

Cluster: 2.05 Network: CFN

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

Translated versions of DOE documents, including report cards, will be provided based upon the family's preferred language choice. On notices that cannot be translated due to time constraints, Important Document - Needs Translation, will be stamped in languages representative of the school community. Parent/Teacher conference notices have been translated into additional languages not provided by the DOE. These notices also request parents to identify the need for oral translations. Oral translation requests are provided by hired translators, the DOE Translation and Interpretation Unit and school based staff.

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

We recognize the need to have oral translation services available at Parent/Teacher conferences, meetings with teachers through out the year, parent workshops, meetings with Pupil Personal Team and PTA meetings. During the day, school staff members, parent volunteers and the DOE telephone translation unit will be utilized. For other scheduled events, translators will be hired using a DOE approved vendor. The school is familiar with Chancellor's Regulation A-663 and will work toward ensuring that all provisions are properly followed. .

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7628.18	23 days (23@\$331.66) funding for F Status ESL teacher to provide supplemental ESL instruction.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$800.00	Parent/Child workshops facilitated by teaching artists from Marquis Studios
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$2700.00 \$100.00	Purchase of additonal nonfiction reading materials. Supplies/Refreshments for Parent/Child workshops

Part E: Budget

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

Allocation Amount: \$11200

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