



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JOHN GREENLEAF WHITTIER SCHOOL

DBN (i.e. 01M001): 31R018

Principal: MR. ROBERT RODRIGUEZ

Principal Email: RRODRIG18@SCHOOLS.NYC.GOV

Superintendent: MS. JESSICA JENKINS

Network Leader: MRS. JEAN MCKEON

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
Mr. Robert Rodriguez	*Principal or Designee	
Mrs. Deborah Poleshuck	*UFT Chapter Leader or Designee	
Mrs. Isabella Lee	*PA/PTA President or Designated Co-President	
Ms. Sion Nelson	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ms. JoAnne DeSimone	CBO Representative, if applicable	
Ms. Lucana Troia	Member/ Teacher	
Ms. Deborah Sarlo	Member/ Teacher	
Ms. Elizabeth Ortiz	Member/ Teacher	
Ms. Freda Young	Member/ Parent	
Ms. Bertha Council	Member/ Parent	
Ms. Nina Weaver	Member/ Parent	
Ms. Desiree Gagliardy	Member/ Parent	
	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 75% of the students identified in the lowest one-third in ELA (24 out of 32) as identified in ARIS will demonstrate progress towards achieving state standards, as measured in, an increase in growth percentiles on the 2014 NYS ELA assessment.

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.

Analysis of student data revealed that our students' ELA scores were not comparable to the level of sophistication required to meet the demands of the Common Core Learning Standards. This need was identified by analyzing the results of interim literacy assessment (running records), and an item analysis matrix of the 2012-13 standardized test scores. Additional needs assessment used were the actual Common Core Learning Standards and the learning gaps presented by the analysis of the 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. Teachers collaborate and plan differentiated instructional lessons during grade level meetings and common planning periods.
2. Developing strong teacher teams to analyze student work and teacher work to surface instructional needs and adjusting teacher practice to reflect differentiated instructional strategies.
3. Tiered instruction and intervention for students as identified in the benchmark assessments and student work in order to provide multiple entry points for instruction.
4. Students in grades 4-5 will be strategically identified and grouped in classes during Extended Day based upon benchmark assessments and NYS exams in ELA/ Mathematics.

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

1. Administration
2. Teacher Center Coach
3. All Classroom Teachers
4. Instructional Materials: ReadyGen Program/ ELA Test Sophistication Program (Mastering the Standards in ELA)

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

1. By December 2013, an ELA mock assessment (Test Ready) will be administered to students in grades 3-5. Assessment data results will be used to monitor student progress and inform instructional decisions in order to impact student achievement (checkpoint 1)
2. By the end of January 2014, bottom 1/3 students will be administered an ELA Mock Assessment (School Net) to evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of individual students or clusters of students (Checkpoint 2).
3. By March 2014, bottom 1/3 students will be administered their last ELA mock assessment. They will use this data to monitor student progress and to revise action plans as needed (Checkpoint 3).
4. By April 2014, the NYS ELA assessment will be administered. Data from this assessment will determine the outcome of the long term goal as compared to initial projections.

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

1. By the week of October 15, 2013, teachers in grades 4 & 5 will develop initial ELA goals based on the beginning of year class matrix data. Ongoing PD will be provided throughout the year centered on the following topics—guided reading & strategy lessons for differentiated instruction, formative assessment measures and tracking tools (competency 3D).
2. By the end of October 2013, small group differentiated instruction informed by the matrix data will begin.
3. By November 2013, teachers will begin using interim formative assessments (teacher created checklists) for daily progress monitoring as well as end of unit assessments to identify patterns and trends.
4. By January 2014, bottom 1/3rd students will participate in a Title I After School ELA & Math Enrichment Program which will utilize CCLS resources to help students improve their proficiency in ELA. CCLS resources (Common Core Clinics) will be ordered to support students attending the Title I After School ELA & Math Enrichment Program.

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

1. CFN 211/ Principal/ AP/ Coach/ Lead Teacher professional development opportunities
2. Inquiry Team meetings
3. Charlotte Danielson’s Framework for Effective Teaching, Revised 2011 Edition
4. DOE’s Common Core Library/ Engage NY/ ARIS/ SchoolNet

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).

- Beginning of the year Principal’s letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept).
- Principal and Assistant Principal speaking at monthly PTA meetings informing parents of instructional practices to meet academic expectations. (Monthly)
- “Feature Teacher” at monthly PTA meetings to explain and share classroom curriculum practices and to advise parents of “at home” strategies that can assist them in strengthening student academic skills. Network personnel will be utilized as well. (Monthly)
- Parent workshops conducted by our Parent Coordinator, PTA and other outside resources to strengthen parent understanding of the rigor of the CCLS. (Ongoing)

Budget and Resource Alignment

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

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

NA

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 75% of the students identified in the lowest one-third in Mathematics (21 out of 28) as identified in ARIS will demonstrate progress towards achieving state standards, as measured in, an increase in growth percentiles on the 2014 NYS Math assessment.

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.

Analysis of student data revealed that our students’ Math scores were not comparable to the level of sophistication required to meet the demands of the Common Core Learning Standards. This need was identified by analyzing the results of initial based assessments in mathematics (SchoolNet), and analyzing the item analysis matrix of the 2012-13 standardized test scores. Additional needs assessment used were the actual Common Core Learning Standards and the learning gaps presented by the analysis of the 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. Teachers collaborate and plan differentiated instructional lessons during grade level meetings and common planning periods.
2. Developing strong teacher teams to analyze student work and teacher work to surface instructional needs and adjusting teacher practice to reflect differentiated instructional strategies.
3. Tiered instruction and intervention for students as identified in the benchmark assessments and student work in order to provide multiple entry points for instruction.
4. Students in grades 4-5 will be strategically identified and grouped in classes during Extended Day based upon benchmark assessments and the 2013 NYS mathematics item analysis matrix.

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

1. Administration
2. Teacher Center Coach
3. All Classroom Teachers
4. Instructional Materials: GoMath/ Test Sophistication Program (Mastering the Standards in Mathematics)

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

1. By the end of September 2013, a math benchmark assessment (SchoolNet) will be administered to students in grades 3-5. Assessment data results will be used to monitor student progress and inform instructional decisions in order to impact student achievement (checkpoint 1).
2. By January 2014, bottom 1/3 students will be administered a Math mock assessment to evaluate student progress by measuring specific learning targets. Action plans will be revised as needed to meet the needs of individual students or clusters of students (checkpoint 2).
3. By March 2014, bottom 1/3 students will be administered their last Math mock assessment. They will use this data to monitor student progress and to revise action plans as needed (Checkpoint 3).
4. By April 2014, the 2014 NYS math assessment will be administered. Data from this assessment measure will determine the outcome of the long term goal as compared to initial projections.

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

1. By the week of October 15, 2013, teachers in grades 4 & 5 will develop initial mathematical goals based on the beginning of year class matrix data. Ongoing PD will be provided throughout the year centered on the following topics: Differentiated Instruction, formative assessment measures and tracking tools (competency 3d).
2. By the end of October 2013, small group differentiated instruction informed by the matrix data will begin.
3. By November 2013, teachers will begin using interim formative assessments (teacher created checklists) for daily progress monitoring as well as end of unit assessments to identify patterns and trends.
4. By January, bottom 1/3rd students will participate in a Title 1 After school ELA and Math Program which will utilize CCLS resources to help students improve their proficiency in math. Test Ready in Mathematics will be order to support students during the Title 1 After School ELA and Math program.

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

1. CFN 211/ Principal/ AP/ Coach/ Lead Teacher professional development opportunities.
2. Inquiry Team meetings
3. Charlotte Danielson’s Framework for Effective Teaching, Revised 2011 Edition
4. DOE’s Common Core Library/ Engage NY/ ARIS/ SchoolNet

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).

- Beginning of the year Principal’s letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept).
- Principal and Assistant Principal speaking at monthly PTA meetings informing parents of instructional practices to meet academic expectations. (Monthly)
- “Featured Teacher” at monthly PTA meeting to explain and share classroom curriculum practices and to advise parents of “at-home” strategies that can assist them in strengthening student academic skills. Network personnel will be utilized as well. (Monthly)
- Parent workshops conducted by our Parent Coordinator, PTA and other outside resources to strengthen parent understanding of the rigor of the CCLS. (Ongoing)
- Monthly Newsletter to keep our families abreast of national, state and citywide educational initiatives, as well as curriculum and instructional information about our school.
- Continued use of our School-Messenger phone system to inform parents on an “as-needed basis” of important school, community and city information and news. (Ongoing)

Budget and Resource Alignment

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

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

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 2014, 75% of teachers (30 out of 40) will demonstrate an increase in teacher practice by achieving a rating of effective or highly effective specifically in competency 3c (engaging students in learning).

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.

After familiarizing ourselves with the components and elements of the Danielson Framework for Effective Teaching and the rigor of the Common Core Learning Standards, school administration realized the need to continue to develop teacher pedagogy in our building to meet these challenges. The following assessment tools were used to gather this vital information:

- Analysis of teacher informal observation reports
- Analysis of teacher formal observation reports

NYC Department of Education 2013-2014 Teacher Effectiveness Instructional Expectations- Instructional Focus

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. Minimum of four professional development sessions on the competencies: engaging students in learning, designing coherent instruction, using questioning techniques, and using assessment in instruction.
2. Participate in the TEP (Teacher Effectiveness Program) for the 2013- 2014 school year. The TEP Coach will visit a minimum of 4 times to provide coaching / training to administrators and Teacher Center Coach.
3. Administrators will receive training on the Danielson's Framework for Teaching Framework to move teachers along the continuum of effective teaching. The training will be offered by the administration and CFN 211 Staff throughout the 2013- 2014 school year.
4. Scheduled inter-visitations/ lunch and learns opportunities will be made available to staff in an effort to shift teaching practice to promote shared understanding of best instructional practices.

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

1. Administration
2. Teacher Center Coach
3. TEP Coach/ Achievement Coach of CFN 211
4. 2013 Danielson Framework for Teaching Rubric

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

1. Ongoing walkthroughs to monitor and assess use of Danielson's Framework for teacher effectiveness.
2. Administration will conduct MidYear Conversations with teachers making 2-3 recommendations in January.
3. Ongoing differentiated professional development based on the School Level MOTP Summary Report (Advance).
4. By June 2014, all teachers will receive their evaluation (rating in all of the 22 competencies).

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

1. Beginning August 2013, administrators and selected lead teachers attended an Advance professional development session.
2. In September/ October, administrators conducted initial planning conferences which included sharing the school wide focus (Engaging Students in Learning), discussing measures of teacher practice, measures of student learning and setting individual teacher goals. We also discussed the 2013-14 Danielson Framework for Teaching.
3. Ongoing professional development will be provided by Administration/ Teacher Center Coach in regards to key components of the Danielson Framework.
4. Ongoing professional development will be provided to all instructional staff with regards to knowledge development of Advance and all the components.

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

1. Ongoing professional development will be provided to all instructional staff with regards to knowledge development of the Teacher Effectiveness Program and all its components. For example, Charlotte's Danielson Framework for Teaching resources and videos will be used to facilitate professional development by Administration and Teacher Center Coach.
2. Professional development provided by the TEP Coach introducing the navigation of ARIS Learn and the Teacher Effectiveness Program framework for teachers and administrators.
3. Administrators will utilize templates and checklists that are aligned to the Danielson Framework.
4. Written feedback to teachers (all information will be accessible in Advance).

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).

- Beginning of the year Principal's letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept).
- Parent workshops conducted by our Parent Coordinator, PTA and other outside resources to strengthen parental understanding 2013-2014 Citywide Instructional Expectations (Ongoing).

Budget and Resource Alignment

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

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

NA

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.

By June 2014, the number of behavioral incidents and suspensions will decrease by 3%, as evidenced in, the OORS reporting system.

Comprehensive Needs Assessment

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

After reviewing data from the Learning Environment Survey for the 2012-2013 school year, teachers indicate that order and discipline is an area of concern for the school.

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. Train school aides, teachers, and students in practices that reduce infractions and set a positive tone in order to foster respect and teamwork on the playground and in the lunchroom.
2. In connection with the Core Virtue of the month program, 1-2 students will be selected to be honored in a monthly Super Hero Assembly to recognize students that demonstrate exemplary positive student behavior.
3. The Guidance Department will be responsible for organizing a safe environment where children have fun and are physically active. Students play games and are safe on the playground under the direction of school aides, guidance, interns, and parents.
4. Students will actively participate in monthly anti-bullying assemblies, and Respect for all Week.
5. A student council committee has been established to provide student voice for school level concerns. Student school council will meet on a monthly basis. Additionally, opportunities for school based community service are available across the school.

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

1. Guidance Staff
2. All Teachers
3. Support Staff
4. Parents
5. Assistant Principal/ Principal

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

1. In October, checkpoint 1 will be conducted to analyze OORS data.
2. In December, checkpoint 2 will be conducted to analyze OORS data.
3. In February, checkpoint 3 will be conducted to analyze OORS data.
4. In April, checkpoint 4 will be conducted to analyze OORS data.
5. In June, checkpoint 5 will be conducted to analyze OORS data.

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

1. In September, the guidance department conducted an initial training for all school aides on "Safety & Organized Play." Expectations for recess were discussed.

2. On a monthly basis, a school wide Super Hero Assembly to encourage positive behavior will continue. The focus of the assembly is to enhance personal behavior development by addressing the core virtue of the month.
3. In November 2013, opportunities for school based community service are available across the school.
4. In December 2013, a student council committee will be established to provide students a voice for school level concerns. The Student School Council will meet on a monthly basis.
5. Ongoing anti-bullying assemblies aligned to the school goal of "Respect For All" will be provided throughout the school year.

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

1. Students will self-reflect by completing three surveys across the school year to measure how they feel about the school in regards to individual student academic and personal behavior.
2. School staff will collaboratively work on creating a school wide environment that addresses expectations to increase academic and personal growth.
3. Character development classes have been established to support students across grades K-5. The school will also establish a basketball team to promote sportsmanship and a healthy life style.
4. A Bully Buster Box will be established to provide student voice for school level concerns.
5. A partnership has been established with the United Activities Unlimited for At-Risk services for students with persistent anecdotal and behavior problems.

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 conduct question and answer sessions with parents to explain the role of Guidance and Save Room.
- The Parent Coordinator and other staff (ex. Teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents will be able to select community based organizations that are designed to help students and their families.

Budget and Resource Alignment

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

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

NA

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.

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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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	RTI Tier focused classroom instruction. Extended day. Guided reading, shared reading, interactive reading and writing, Great Leaps, Foundations, My Sidewalks on Reading Street, and Comprehension Matters. Title III after school program for ELLs.	Whole class, small group, one-to-one	School day, After-School
Mathematics	RTI Tier focused classroom instruction. Extended day, small group instruction, Go-Math online resources.	Whole class, small group, one to one	School day, After-School
Science	Science is incorporated into the literacy block. Therefore, RTI Tier focused classroom instruction takes place. Skill-based small group instruction. Guided reading, shared reading, interactive reading and read alouds.	Whole group, small group, one to one	School day
Social Studies	Social Studies is also incorporated into the literacy block. Therefore, RTI Tier focused classroom instruction takes place. Guided reading, shared reading, interactive reading and read alouds.	Whole group, small group, one to one	School day
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	The Guidance Counselor/ Social Worker provides counseling services to the mandated population. Additionally, they both provide at-risk services to individuals, small group and large group that need the services as per teacher recommendation	Individual, small/ large group	School 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 *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations. • Principal will work closely with the Network Director of Human Resources so that policies set forth by the DOE for selecting high qualified teachers follows the guidelines set by the NYS Education Department. • Teacher Center Specialist is assigned to support struggling and un-qualified teachers. • Mentors are assigned to support struggling and unqualified teachers. • Administration encourages building professional capacity by highlighting teachers' individual strengths, and showcasing their abilities and encouraging independent leadership roles. • The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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).
<ul style="list-style-type: none"> • Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. • Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. • Professional development will be on going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • School ensures all conceptually consolidated funding coordinates and integrates the use of Federal, State and/or Local funds to meet the intent and purpose of all programs. • Funds are allocated to meet the needs of STH. Funds provide social/ emotional, academic services and OTPS materials to Students in Temporary Housing.

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.).
<ul style="list-style-type: none"> • School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education. • School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs. • School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs. • School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.

- School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

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.

- School provides ongoing professional development to all teachers in analyzing data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

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)

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 00	Borough Staten Island	School Number 018
School Name John Greenleaf Whittier School		

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 Mr. Robert Rodriguez	Assistant Principal Mrs. JoAnne Carroll
Coach Mrs. Donna DeSantis	Coach
ESL Teacher Mrs. Mayra Nicchio	Guidance Counselor Mrs. Stephanie DeSabato
Teacher/Subject Area Ms. Nancy Rogina	Parent Mrs. Isabella Lee
Teacher/Subject Area type here	Parent Coordinator Mr. Sal Schembri
Related Service Provider	Other Mr. Don Marbury
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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	562	Total number of ELLs	34	ELLs as share of total student population (%)	6.05%
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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 (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Pull-out	3	3	2	2	1	2								13
Push-In	1													1
Total	4	3	2	2	1	2	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	4	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	30		16	4	0	2	0	0	0	34
Total	30	0	16	4	0	2	0	0	0	34

Number of ELLs who have an alternate placement paraprofessional: 2

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	15	7	3	3	1	3								32
Chinese														0
Russian														0
Bengali														0
Urdu	1	1												2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	16	8	3	3	1	3	0	0	0	0	0	0	0	34

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)	10	1	1	0	1	1								14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	0	0	0	0	0								5
Advanced (A)	1	7	2	3	0	2								15
Total	16	8	3	3	1	3	0	0	0	0	0	0	0	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	0				0
5	2				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	1								1
4		1							1
5	2								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			1		1				2
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.

All of the data we collect is analyzed and guides our teachers for their next steps with their students. The LAB-R data is used to assess individual student's needs and drive instruction. We use Teacher's College Running Records in Kindergarten through Grade 5. Kindergarten students are assessed three times a year. All other students are assessed four times a year. K also administers the phonemic awareness component from ECLAS2. We administer a benchmark assessment in math at the beginning of the school year in all grades. We will also administer a mid-year and end of year assessment. This year the students in grades K - 3 were given a MOSL to address reading and writing. We use this data to inform instruction and differentiate. This information drives our instruction. We use this information to help us to meet the needs of our ELL students. We tailor instruction to ensure that our ELL subgroup meets the same instructional expectations as other groups.

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

The LABR data is the information we use to decide which students will be part of our ELL program. We have seen a trend of students in kindergarten who benefit from participating in our PreK program. These students test out of the LABR because of the immersion in an English speaking PreK environment. The Language Allocation Policy team identified a number of patterns in the student's results. Writing is consistently an area of great weakness for our ELL population. Reading is our next area of concern with a majority of our ELL students reading below the benchmark for their grades. The strengths of our students were listening and speaking. This trend was consistent across the grades. This information guides our instruction. The teachers (classroom, AIS and ELL) who are involved with teaching an individual child evaluate the data from the NYSESLAT to assess what each child needs to improve. There are different teachers involved with assessing data for each student. We evaluate the success of our ELL program by not only looking at the NYSESLAT results but through the evaluation of the whole child and the daily assessment of the student. There are performance based assessments that are part of the Ready Gen program which the teachers will be using at the end of each module to assess student performance. The third, fourth and fifth grade students will also be taking the periodic assessment through Schoolnet. Teachers use the data from these assessments to inform the instruction for all students in their classroom. Each teacher has a data binder with a section for each student. In this section, the teacher keeps track of the student's growth and how they are meeting the individual needs of that student through differentiated instruction in the classroom.

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](#))

This data focuses our instruction and guides teachers. Instructional decisions will be based on the trends surfaced from the NYSESLAT modalities. The school uses AMAO to infuse the data in making educational decisions by creating attainable goals. The staff members involved in the process are Mrs. Nicchio our ELL teacher and Mrs. DeSantis our Literacy Coach. They work with all classroom teachers involved with ELL students on each grade.

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?

ELLs are not a specific sub-group in our school, however, as a school we do collect, and analyze their data. As a result, goals and instructional decisions are created and made around the needs of these children. Data regarding ELL students is also discussed at Teacher Team meetings. There work is examined for strengths and weaknesses. We do not use the ELL periodic Assessment at PS 18. At this point in time we only have one student who took the NYS Math exam in her native language, Spanish. She scored a level one. She continues to work to improve her math using both English and Spanish material.

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 school analyzes data and students who are in need of Academic Intervention Services receive those services. The school provides service to all students in grades K - 5 who are in need of support to increase their reading proficiency. We use the Teacher's College Running Record to assess student improvement.

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

The home language survey provide the school with information regarding what language is spoken in the student's home. They are

support members on staff who can help the teacher if they need to communicate with the home. Teachers are aware of the needs of the ELL population in their class and are supported as these students develop English proficiency. All staff members are aware of the needs of the ELL learners within our school. They address those needs on a daily basis in class.

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?

We do not have a dual language program.

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

We evaluate the success of our program by looking at the movement of our students from beginner to intermediate to advanced. We also track the number of students who reach proficiency. Currently, we do not have enough ELL students in the 3rd through 5th grade to form a sub-group for ELLs. Because of this, we do not have an AYP goal for our ELL population. The results of the NYSESLAT help us to analyze the success of our program and modify instruction.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students are initially identified as possible ELLs during the registration process. Parents complete the Home Language Identification Survey and are interviewed in English or their native language, where possible. These surveys and interviews are conducted primarily by one of our ELL teachers, Mayra Nicchio. We have another teacher, Donna DeSantis, our UFT Literacy Coach who is also trained to conduct the interviews. These teachers also conduct an interview with the student. These teachers speak English and Spanish. They read a book to the student in English and asks questions about the story to determine the student's level of understanding. Mrs. Nicchio administers the LAB-R to assess whether or not students are eligible to participate in our ELL program. Students who do not pass the LAB-R are administered the Spanish Lab if that is their native language. This task is completed within the student's first 10 days of school. This task is completed by Mrs. Nicchio.

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.

The ELL teacher also conducts the parent orientation meeting where she explains the three program choices to the parents. During this meeting, the parents watch a video and the program options are explained and parent questions are answered. Parent Survey and Program Selection forms are also distributed at this meeting. Many are filled out at this time. The first meeting is usually the meeting with the best attendance. Letters are sent out to invite the parents to this meeting. Mrs. Nicchio will also be at the entrance of the school in the morning as parents drop off their students to personally invite parents to attend the meeting and emphasize how important it is that they attend. She will also call the parents who she does not see to make sure they are aware of the meeting. Mr. Schembri, our parent coordinator, calls parents who miss the first meeting and arranges for multiple meetings to ensure that every parent understands their choice. We were able to complete the process this year with only a couple of meetings. We have not been faced with parents whose students were previously in a TBE/DL program. Mrs. Nicchio is responsible for following up with the parents and collecting all of the Parent Survey and Program Selection forms. She maintains those records as part of her ELL Compliance Binder which she keeps in her classroom.

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](#)].)

Mrs. Nicchio distributes the Parent Survey and Program Selection forms at her initial parent meetings in the beginning of the

school year. It is her responsibility to distribute the letters and collect the letters. She ensures that a form is collected from each parent. Mrs. Nicchio maintains these records as part of her ELL Compliance binder. The RLAB report is ATS is used to determine student eligibility in the program and in taking the NYSESLAT.

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 data collected through the Parent Survey and Program Selection forms showed the parents overwhelmingly support the Freestanding English as a Second Language (ESL) Program. Every parent selected this as the program for their child. The parent meeting is conducted in English as well as Spanish. They feel strongly that their children should be exposed to as much English as possible as soon as they begin school. The program model offered at our school is aligned to the parent's selection. There continues to be very little interest in creating a bilingual class. A survey was conducted and the response continues to be overwhelmingly negative. Due to this, we have decided to continue with our current program. Placement letters are maintained as part of the ELL Compliance binder. Continued entitlement letters are distributed and also maintained in this binder. The ELPC screen is updated within the first 20 days of a student entering the program.

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

All students who are eligible to take the NYSESLAT are administered the exam during the testing period. The list of eligible students is taken from the RLER report in ATS by the testing coordinator, JoAnne Carroll. She creates the testing schedule to ensure that all four components of the exam are administered during the testing period. The test is administered during the testing period by the two pedagogues listed above. Mrs. Nicchio, our ELL teacher, administers the speaking component herself. The rest of the exam is scheduled based on the grade level of the students and the component to be tested on a designated day. Each exam component is scheduled to be administered over a two day period. Students who are absent during that time take the test during the makeup period. All students are administered the exam within the time period. Placement letters are distributed to the students by Mrs. Nicchio. She is also responsible for maintaining these records as part of her ELL Compliance Binder. Continued entitlement letters are also distributed and the records maintained in the same binder.

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. 

The data collected through the Parent Survey and Program Selection forms showed the parents overwhelmingly support the Freestanding English as a Second Language (ESL) Program. This has been a consistent trend in our school. Every parent selected this as the program for their child. They feel strongly that their children should be exposed to as much English as possible as soon as they begin school. The program model offered at our school is aligned to the parent's selection. There continues to be very little interest in creating a bilingual class. A survey was conducted and the response continues to be overwhelmingly negative. Due to this, we have decided to continue with our current program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])? Our program is predominately a pull out program with one class receiving push in services during their literacy block. Students are grouped based on proficiency level across grades.
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)?

Currently, we have one full time teacher servicing our ELL population. This allows us to provide the mandated minutes of ELL instruction which is necessary for the beginner, intermediate and advanced students. Our beginner and intermediate students receive 360 minutes of ELL instruction per week. Our advanced students receive 180 minutes of instruction per week. This is accomplished using the pull-out model. The ELL students are also in the same class on a grade. The largest majority of our ELL students are in kindergarten and first grade. These students are seen each day as a group. Our intermediate and advanced groups are made up of students across grades. We service the intermediate and advanced students as separate groups. Because we have a smaller number of students in our program this year, Ms. Nicchio does not have a problem scheduling students within the school day. As part of Mrs. Nicchio's program, she has science, math and social studies materials for every grade level in Spanish. This allows her to support the students, when necessary, to work in these content areas. She also works with the classroom teachers who have ELL students to provide that support. The focus of ELL instruction is in the content area of ELA.

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.

The content areas are delivered by the ELL teacher, the content area specialist (math, science) and the classroom teacher. Teachers are trained in Universal Design for Learning. As a result, pedagogical practices are put into place to support the ELL students. An example would be the use of images on the smart board to represent domain specific vocabulary. The use of "realia" (actual objects) in the classroom setting. The use of listening centers and on-line resources to support content learning. All pedagogy are well versed, through professional development, to thread the ELA instructional shifts and Common Core Learning Standards in ELA, to foster language development and meet the demands of CCLS. It is common practice in our school to hear content teachers using the language of the ELA standards, including Foundational and Language Standards. The ESL teacher also focuses on increasing students vocabulary by reading in the content areas. All instruction has been aligned to CCLS by implementing Ready Gen in the classrooms which is a CCLS based program.

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

We have materials available in social studies, science and math in Spanish for the teachers to use where it is applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our classroom teachers are also focusing on increasing student proficiency through the implementation of our literacy block and focusing on student's using reading strategies to improve their understanding. They are focusing on increasing student vocabulary through content area instruction creating an environment that is print rich to expand our ELL student's vocabularies. In our ELL program we will continue to implement a balanced literacy program following the workshop model. All teachers work with and use reading strategies that are based on the Balanced Literacy Initiative addressing scientifically based research in

the six dimensions on reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. In addition, learning from looking at, and listening to, student work on a routine basis; the integration of literacy into the content area in social studies, science, the arts and technology into the instructional program and continued implementation of the workshop model. We continue to add a large amount of material to the program. We have integrated the seven habits of effective readers into our literacy block. They are questioning, determining importance, activating prior knowledge (making connections), inferencing, synthesizing, visualizing and monitoring and repairing comprehension. We have enriched our curriculum by incorporating the Ready Gen program, Houghton Mifflin Social Studies and Foss science kits into daily instruction. Our ELL teacher uses her level classroom library and our teacher's resource room to provide the students with a literature rich environment which crosses the content areas.

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).

We currently do not have any SIFE students at PS 18. Classroom teachers differentiate instruction based on the needs of the individual student. Students who have been in US schools less than 3 years are our beginner population. They receive service for 360 minutes a week. They have the most intense immersion in the English language. The ELL students who we are servicing for 4 to 6 years and longer are in the upper grades and are predominately in our self contained special education classes. These students need instruction which meets the needs of their learning disabilities. Students who are former ELLs receive testing accommodations for two years to support them as they transition out of the program.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our ELL-SWD population receives all services mandated including ELL mandate. We have developed our program to ensure that each student receive not only what their IEP mandates but what their ELL mandate requires. Across each grade, each classroom uses the same material for literacy, math, social studies and science. We do not have any students whose IEP mandates bilingual instruction. Many of our ELL students who have IEPs are in integrated co-teaching classes. They spend their days learning with their non-disabled peers. Students who are in self-contained classes are mainstreamed as much as possible with their non-disabled peers. We try to program the students with the most flexibility to have them with their non-disabled peers as much as possible.

Our classroom teachers are also focusing on increasing student proficiency through the implementation of our literacy prototype and focusing on student's using reading strategies to improve their understanding. They are focusing on increasing student vocabulary through content area instruction creating an environment that is print rich to expand our ELL student's vocabularies.

In our ELL program we will continue to implement a balanced literacy program following the workshop model. All teachers work with and use reading strategies that are based on the Balanced Literacy Initiative addressing scientifically based research in the six dimensions on reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. In addition, learning from looking at, and listening to, student work on a routine basis; the integration of literacy into the content area in social studies, science, the arts and technology into the instructional program and continued implementation of the workshop model. We continue to add a large amount of material to the program. We have integrated the seven habits of effective readers into our literacy block. They are questioning, determining importance, activating prior knowledge (making connections), inferencing, synthesizing, visualizing and monitoring and repairing comprehension. We have enriched our curriculum by incorporating the Good Habits, Great Readers program, Houghton Mifflin Social Studies and Foss science kits into daily instruction. We also added new computers to each classroom last year to support instruction. Our ELL teacher uses her level classroom library and our teacher's resource room to provide the students with a literature rich environment which crosses the content areas.

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?

Students are scheduled to maximize their instructional time. Where possible the ELL provider pushes in to support the students during literacy instruction in small groups. She is also involved in administering the initial assessments. All other times the ELL teacher pulls out the identified student and parallels classroom instruction with an emphasis on building vocabulary. Students are evaluated by the school assessment team to determine what placement would best meet that students academic needs. Students are always placed in the least restrictive environment whether that be ICT or a self contained class.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

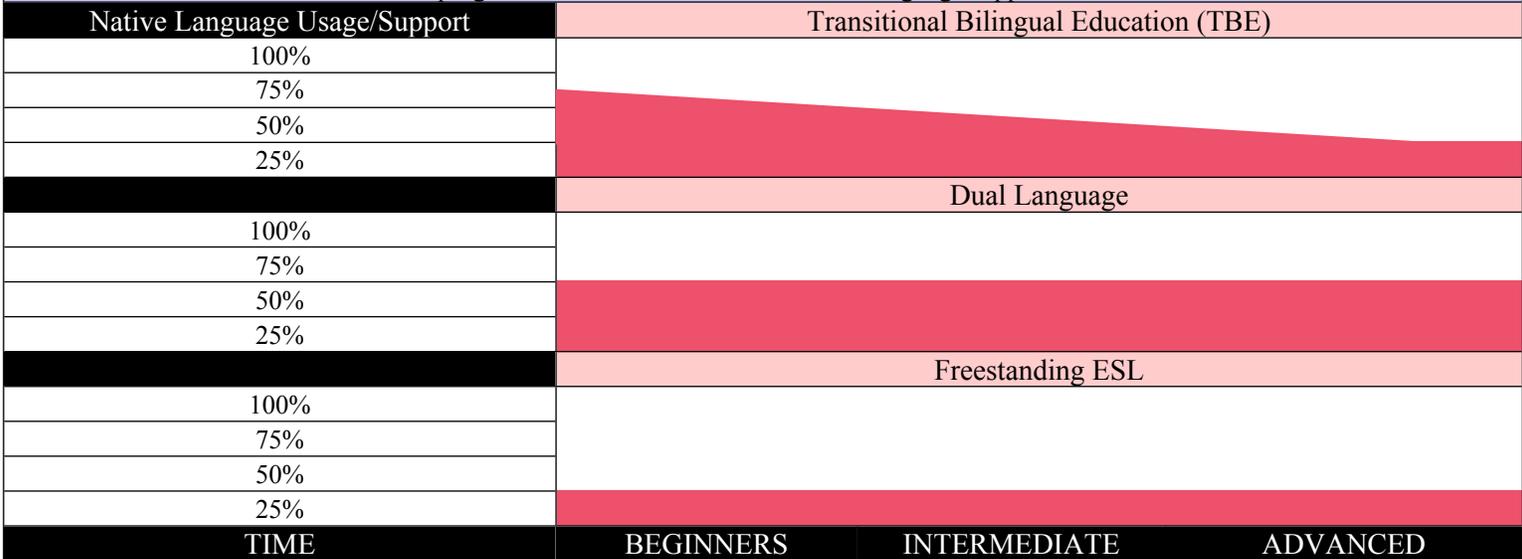
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our data indicates a number of implications for instruction. We have moved our extended day program to a 50 minute period on Tuesdays and Wednesdays after school. This large block of time allows us to focus on small group instruction. We must continue to focus on our beginner students and provide them with the skills they need to become proficient in all four areas. In the 2013-2014 school year, we have seen a decrease in our ELL population. Many Spanish speaking students who attend our full day PreK program before kindergarten passed the LAB-R and were not eligible for ELL services. Students who have reached proficiency on the NYSESLAT are supported through extra pull out AIS instruction and an invitation to attend our ELL after school program. These students also receive ELL test accommodations for two years after they pass the NYSESLAT.

We will continue to focus on our beginners either pushing in or pulling them out during morning literacy instruction for intensive instruction intended to support the ELL student in achieving a level of English proficiency which will allow them to function productively in their classrooms. We also use a buddy system within the classrooms where ELL students work closely with their English Proficient counterparts to increase their language development. The targeted intervention for ELA, math, social studies and science is provided through the extended day program in grades 2 - 5 and through our AIS program in grades K - 5. Literacy instruction focuses on non-fiction text to address social studies and science instruction.

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

This year we are using the Ready Gen program for our literacy instruction. The program provides scaffolded instruction to support the ELL students during instruction. Because the program is just being implemented, we are currently assessing the program and how it is meeting the needs of our ELL students. Teachers are aware of the students in their class who receive ESL instruction. They are provided with this information when a student enters their class. Students new to the NYC public school system are assessed using the LABR. Data regarding transferring students is available through ATS. Student progress is discussed at monthly grade level meetings.

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

The new program we have in place for literacy instruction is Ready Gen.

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

We have moved away from the Good Habits, Great Readers program in favor of Ready Gen this year. We discontinued using the Good Habits, Great Readers program because it was not aligned to the Common Core Learning Standards.

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

We have reinstated our afterschool program. It will be held two days a week. There will be a group of 12-15 students on each grade participating. It will be open to current and former ELL students. We will be using the Afterschool Achievers Reading Club program from Great Source. We also plan to continue with our Saturday Academy. This will begin in January. We feel both of these programs will increase the opportunities for our ELL students to become proficient more quickly. Native language materials are provided through our ELL teacher, Mrs. Nicchio. P.S. 18 is also a Beacon school. All students who are part of the P.S. 18 school community are eligible to participate in the after school and Saturday activities provided by United Activities Unlimited. All ELL students are afforded equal access to all programs in the school. Our ELL after school program is funded through Title III money. Our Saturday Academy is funded through fair student funding money in galaxy. United Activities Unlimited is funded through outside sources and not from the school budget. We added new computers in our school last year. Teachers are using Starfall to support literacy instruction. All students in grades 3 - 5 will have the opportunity to participate in an after school program on Thursdays and Fridays from January to April to help them prepare for the NYS ELA and Math exams.

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

We are using the Ready Gen Literacy Program, the Go Math program, the Foss kits for Science instruction and Houghton Mifflin Social Studies series. The Ready Gen and Go Math programs have a technology component which is used in all classrooms. Students in the lower grades have access to Starfall which helps the students develop English proficiency.

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

There are a number of staff members who speak Spanish and are available to support our ELL students as they develop their understanding and knowledge of the English language.

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

Our staff evaluates the developmental ability of the student when planning for differentiated instruction for the student. Our ELL teacher is also helping the students develop background knowledge that support the themes and topics students will encounter during the school year.

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.

Parents who register students prior to the beginning of school receive information on how they can support their students during the school year. Students who enroll during the school year are invited to participate in our after school program.

18. What language electives are offered to ELLs?

There are no language electives offered to ELL students.

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)?

Not applicable

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.

A large portion of the staff has already completed the mandated 7.5 hours of ELL training. This is documented as part of the ELL Compliance Binder. Professional development is provided to all newer staff members who still require this training. The goal of our professional development is to improve student performance by improving the ability of all teachers to design and implement a comprehensive and effective instructional program for all ELLs. We have also provided our teachers with ongoing training to implement the new Ready Gen literacy program and Go Math program. Staff development for all teachers will be in the four modalities (listening, reading, writing and speaking) including combination modalities for level adjustments - these designations can assist teachers in differentiating instruction for their students. We continue to focus on implementing a structured prototype during balanced literacy. The implementation of this initiative is supported through grade level meetings. The ELL teacher will also present staff development which presents opportunities to learn strategies that support and scaffold listening, speaking, reading and writing as well as content knowledge. Our goal is to support the teachers as they work with the ELL students in their classroom. We also schedule our ELL teacher to plan with the classroom teacher in an effort to support the ELL students. The ELL teacher and staff members participate in professional development provided by our network. Pegagogues who require training have an opportunity to participate in workshops offered through the UFT Teacher Center.

Fifth grade staff members work closely with the parent coordinator, the school guidance counselor and social worker to provide support for students who are transitioning from elementary school to middle school. This is done mostly through group and individual counseling sessions.

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?

Our parent coordinator has established a communication system to meet the needs of our parents. He provides English as a Second Language classes twice a week to our parents. He conducts meetings and workshops to inform parents about ways they can support their student's learning. We also translate all documents for the parents so they can understand what is going on in our school. When parents come in to school with questions about documents, we have staff members available who can speak to parents in Spanish and explain documents, procedures or help parents fill out documents correctly. We also have an open door policy to address parent needs. Our principal, Mr. Robert Rodriguez, conducted a meeting at the beginning of the school year to provide the parents the opportunity to discuss their concerns about the school. We have a partnership with United Activities Unlimited. They provide an after school program for our students. United Activities Unlimited provides all materials to parents in English and in Spanish. They also have staff available who can translate and explain documents to parents.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R018** School Name: **John Greenleaf Whittier School**

Cluster: **2** Network: **211**

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.

P.S. 18 uses the parent survey and the data provided by the department of education. We provide translations of all documents for the parents. We also have numerous staff members who are available to translate when parents come into the school.

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.

We have found that we need to provide all materials in both English and Spanish. We have informed the school community that all material will be available in both languages.

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.

We provide all materials for the school community in English and Spanish. Some of the documentation is provided by the department of education, all other translations are completed in house using staff members.

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.

Oral interpretation services are provided by school staff members.

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

The school provides each each parent with a copy of the Bill of Parent Rights and Responsibilities. The school has posted information regarding translation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: John Greenleaf Whittier School	DBN: 31R018
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers:

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: Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in Reading Comprehension, and Writing. The Reading Club AfterSchool Achievers (Great Source Reading program) will be utilized to provide support.

38 reflects the total # of days (Tuesday and Wednesday) from NOV 7-April 24). Five teachers will be hire for the program. There are a total of 5 classes with one teacher per class and the ESL teacher will be a floater. The ESL teacher will provide support and guidance in ESL methodology and strategies to the five common branch teachers because we only have one ESL teacher that is certified with the proper certification. The activities are divided into the total amount of sessions that they will be teaching.

Grade K (10-15 students) Nov-April @2 hour 2x's a week for 38 sessions

Grade 1 (10-15 students) Nov- April @2 hour 2x's a week for 38 sessions

Grade 2 (10-15 students) Nov- April @2 hour 2x's a week for 38 sessions

Grade 3 (10-15 students) Nov-April @2 hour 2x's a week for 38 sessions

Grade 4 & 5 (10-15 students) Nov-April @2 hour 2x's a week for 38 sessions

ELS teacher --Nov--April @ 2 hour 2x's week for 38 sessions

6 TRS x 2 hr x 38 sessions x \$42.00 = \$ 19,152

(Additional Support) at no cost to the program

In addition to our Title III allocation, our school will use Fair Student Funding to supplement this Title III ELL After-School Program to support the hiring of 6 teachers. The program will service English Language Learners in grades K-5. All students at the beginning, intermediate and advanced levels of the NYSESLAT and former Ell's will be invited to participate in the program.

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

Part C: Professional Development

- name of provider

Begin description here: P.S. 18R Title III professional development program will focus on making content comprehensible for English Language Learners.

Teachers will participate in professional development workshops in the most current research methodologies in the instruction of English Language learners. The workshops will also focus on how to prepare ELLs to meet and exceed the Common Core Learning Standards (CCLS) and achieve higher scores on all state assessments. These professional development sessions will be facilitated by school administrators & ESL teacher. The sessions will take place during preps and during professional development periods at no cost to Title III.

Some of the workshops will include: Teaching ELA strategies to ELL students; Differentiated instruction for ELLS; Best Practices and Strategies in ESL; Understanding the NYSESLAT; and Using technology with ELL's.

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: Our parents, through our parent coordinator and ESL teacher, continue to express an interest and need for support. We will continue with our very successful ELL after school program, utilizing Title III and other funding sources to hold a five week session of classes after school for the parents to help them learn English and to understand things they can do at home with their children to help them to be successful. We have also found this to be very helpful. Workshops are tentatively scheduled for November 28th, January 16th, February 13th, March 6th, and April 10th. They will run from 3:30 to 5:30 and will be conducted by our ELL teacher, Mayra Nicchio. The program will be targeted to our Spanish speaking parents since this is the area of greatest need. Our hope is to have 20 parents attend each session. The workshop titles are as follows: 1) Understanding the NYSESLAT; 2) How to help your child with their homework; 3) Building Literacy Skills; 4) Music & Literacy; 5) Preparing your child for the NYS ELA and Math assessments. There will no cost to the Title III allocation.

Part E: Budget

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

Allocation Amount: \$

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