



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JOHN PETER ZENGER PUBLIC SCHOOL 18

DBN (i.e. 01M001): 07X018

Principal: MS. LAUREN SEWELL-WALKER

Principal Email: LSEWELL3@SCHOOLS.NYC.GOV

Superintendent: MS. YOLANDA TORRES

Network Leader: MS. DIANE FOLEY

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
Lauren Sewell-Walker I.A.	*Principal or Designee	
Sylvia Roman	*UFT Chapter Leader or Designee	
Kim Thomas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Melissa Rauch	Member/ Lower grade teacher	
Randi Levine	Member/ Upper grade teacher	
Janice Badal	Member/ ELL Coordinator	
Lissette Sepulveda	Member/ ESL Teacher	
Rachelle Hurd	Member/ Parent	
Ana Rivera	Member/ Parent	
Erika Vargas	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, the median adjusted growth percentile will increase in ELA from 63 to 65 as measured by the 2013-2014 NYC Progress Report

Comprehensive Needs Assessment

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

This goal is based upon a review of our student performance on school-based assessments, interim assessments and student work during the 2012-13 school year. The identified areas of need within the results on instructional assessments and the alignment to the Common Core Learning 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. Vertical and horizontal teacher teams will compile, analyze, assess, and plan for teaching based on data results.
2. Expand Professional Learning Communities to create Inquiry Teams that will identify gaps in our school-wide literacy instruction.
3. Implement a new literacy curriculum (Ready Gen) that is aligned to the CCLS
4. Formal and informal observations by administrative staff.
5. Create a school-wide professional development plan, which will allow for on-going professional development for teachers.
6. Conduct daily meetings with Coaches and Grade Leaders in order to support the daily work of teachers based on outcomes of administrative walkthroughs.
7. Literacy coaches will plan and facilitate weekly professional period sessions to plan and facilitate whole group and small group activities.
8. Introduce an individualized professional development plan based on Danielson Rubric.
9. Literacy coaches will model and support staff members in incorporating technology (SmartBoard) in daily lessons.
10. Continue to use the tutorial period (37.5 minutes) to focus on areas in need of improvement based on Item Skills Analysis and classroom assessments.
11. Extended literacy periods during CBO, Harlem RBI After-School Program

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

1. Principal, Assistant Principals, Professional Development Team
2. Workshops provided by DOE and the Network
3. Teacher Teams
4. Grade Leaders
5. AUSSIE consultants
6. Educational Facilitators, Harlem RBI (CBO)
7. Consultant LCI

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

1. Daily meetings with literacy coaches.
2. Data Talk with teachers to review data, identify trends and plan for instruction accordingly.
3. Daily walkthroughs and feedback by administrative team and literacy coaches.
4. School-wide assessment tasks.

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

1. October 2013 to June 2014

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

1. Provided targeted and small group instruction during the tutorial period, grades 1 through 5.
2. Saturday Academy, students in grades 3, 4 and 5
3. Grade 3 Institute (Tuesdays and Thursdays after school)
4. Early Grade Institute (Tuesdays and Thursdays after school)
5. Individualized literacy support during CBO after school program

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).

- Student progress reports are sent home periodically throughout the year.
- Literacy and Mathematics Coaches provide parent workshops.
- We will ensure that parents are informed via Newsletters, postings, Parent/Teacher Conferences and PTA meetings

Budget and Resource Alignment

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

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

Goal and Action Plan #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, the median adjusted growth percentile will increase in Math from 56 to 61 as measured by the 2013-2014 NYC Progress Report

Comprehensive Needs Assessment

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

Based on areas of improvement for the 2012-2013 Quality Review, our school needs to increase the rigor of tasks across curricular to engage students in higher order thinking skills and identify key Common Core standards to improve all students' academic achievement.

Based on the 2013 NYS math assessment, we have identified specific standards and skills that are areas of need, and have determined the importance of integrating rigorous tasks to deepen students' understanding, as it relates to the identified 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 are given common planning time, as well as resources to create and perform necessary assessments.
2. Teachers will work in small guided math groups determined by assessment data.
3. Students will set individualized math goals for school year 2013-2014.
4. Ninety minutes are devoted for Mathematics Workshop
5. IEP Meeting
6. PTA meetings about Performance Standards
7. Technology to Enhance Teaching and Learning of Mathematics Technology tools (SmartBoards, ELMOs, LCD projectors, iPads) also offer learners interactive opportunities for learning.
8. The Network Math Achievement Coach will provide professional development for teachers, on adapting Go Math curriculum, creating tasks aligned to the key Common Core standards, and creating rubrics aligned to the performance tasks.
9. Network Math Achievement Coach will provide professional development on improving teacher pedagogy, by adapting the Go Math program through the lens of Danielson Framework.
10. Network Math Achievement Coach will provide professional development on analyzing the units of study in Go Math, and adapting the curriculum to address the achievement gaps.
11. Network Math Achievement Coach will support teacher teams in creating tasks and rubrics aligned to Common Core focus standards for the school.
12. Network Math Achievement Coach will support teacher teams in analyzing the progression of the key standards, and determine the skills that the students need to master at each grade level.
13. Network Math Achievement Coach will support teacher teams in analyzing student work and tracking student progress

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

1. All instructional leaders and mathematics coach will facilitate an informed discussion on the implications of the instructional shifts in mathematics within and across grades.
 2. Academic Intervention Providers.
 3. The mathematics coach will train grade leaders in order to build capacity and sustainability
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. 1. Teacher created formative and summative assessments, tasks, and rubrics aligned to the key standards, baseline and benchmark assessments from Go Math.
- D. Timeline for implementation and completion including start and end dates**
1. 1. September 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Provide mathematics instruction during extended day, after-school and Saturday Academy.
 2. Action plans will be developed using the most current data and intervention will be provided as needed.
 3. Teachers will meet in teams in collaboration with the mathematics coach to adjust pacing calendar to meet major strands of CCLS.

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 Workshops around Mathematics curriculum

2. Monthly Newsletter to inform parents of the units of study.
3. Parent Teacher Conferences, Nov. 2013 and March 2014
4. PTA Meetings about the Performance Standards.

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.							
1.Per session activities							
2.Title 1 SWP							
3.LCI							

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2013, our school will improve the attendance rate by 2.1%. The rate will increase from 89.9% to 92%, for the school year as measured by the ATS attendance reports and the 2013-2014 Progress Report.

Comprehensive Needs Assessment

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

Our 2012-2013, Progress Report indicated an attendance rate of 89.9% which was below the average of our Peer Schools. We are aware that there is a direct correlation between student attendance and student achievement.

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. Establish an Attendance Team to create an action plan geared toward improving student attendance.
2. Conduct weekly attendance meetings
3. Establish protocols, whereby school aides will contact homes of absent students daily.
4. Establish partnerships with agencies in the community to support our attendance.
5. Attendance Teacher, Parent Coordinator or member of Attendance Team will conduct outreach to families of students identified with less than 90%

6. Conduct workshops with staff to share attendance data.
7. Establish an Attendance Bulletin Board, Attendance Wall of Fame.
8. We will celebrate students' attendance by creating an incentive program i.e., daily announcements, trips,
9. Establish system to record lateness or absence

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

1. Attendance Team
2. Attendance Teacher
3. Parent Coordinator
4. Administrative Team

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

Throughout the 2013-2014 school year there will be on-going monitoring of the attendance.

1. Daily review of attendance records.
2. Daily outreach to homes of students who are absent.
3. Parents will receive letters to advising of students' lateness and absences.
- 4.

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

1. January, 2014 – June 2014

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

1. Time is set aside in the Attendance Team's schedule to allow for monthly meetings.
2. School funds will be used to purchase incentive rewards for students and classes with exemplary attendance.

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).

Parents/Guardians will receive continuous information regarding student attendance .
 Parent Coordinator or dedicated staff member will provide attendance workshops for parents.
 Parents of students who exhibit lateness patterns will be notified and meetings scheduled.
 Home visits will be made by the Attendance Teacher when telephone contact cannot be made as per 407s.

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.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Fundations in grades K-2 Fountas and Pinnell Guided Reading Computer Based Programs – Raz Kids Reading A to Z , Imagine Learning, Study Island	Small groups, one-to-one , push -in	During school day Before the school After the school day Weekends
Mathematics	On the Go Math Study Island Go Math Soar to Success School based created curriculum aligned to CCLS	Small groups, one-to-one , push -in	During school day Before the school After the school day Weekends
Science	Study Island Guided Reading School based created curriculum aligned to CCLS	Small groups, one-to-one	During school day Before the school
Social Studies	Study Island Guided Reading School based created curriculum aligned to CCLS	Small groups, one-to-one	During school day Before the school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group/individual counseling, conflict resolution, problem solving	One to one Groups	During school day Before school After school

**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.
<p>Recruitment</p> <ul style="list-style-type: none"> • School works with partner organizations and Network to identify and recruit exemplary candidates • School works through the NYC. Department of Education to identify exemplary candidates <p>Retention and Support</p> <ul style="list-style-type: none"> • Community building activities at meetings. • Professional development that provides opportunities for reflection, practice, formal feedback and re teaching. • Concentrated and focused professional development. • Opportunities to attend non school-based professional development • Opportunities to take leadership roles on various school teams • Developing a culture of celebration – tenure, holiday luncheons, baby showers etc. <p>Assignments</p> <ul style="list-style-type: none"> • Teaching assignments will be determined in conjunction with teachers, based on walkthroughs, feedback, demonstrated expertise and skills.

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).
<p>Individualized Professional Development Plans based on CCLS and Danielson Framework</p> <ul style="list-style-type: none"> • Professional development turn-keyed by literacy and mathematics coaches. • Attendance at Go Math and Ready Gen Workshops provided by NYC DOE • In house and consultants provide instructional support for our staff.

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"> • Galaxy set asides for 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"> • Kindergarten orientation provided for parents of incoming Kindergarten children. • Screening of incoming Kindergarten students for more heterogeneous grouping. • The sharing of records between Pre- Kindergarten and Kindergarten teachers. • Intervisitations given to Pre- Kindergarten students to familiarize themselves with PS 18. • Articulation between Pre- Kindergarten and Kindergarten teachers. • Meetings with Turning Five Team • Pre-K teacher participates in early childhood professional development to see vertical growth

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
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measures and the professional development provided regarding the use of assessment results to improve instruction.

- School wide assessments
- Administration of reading level benchmarks
-

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 018
School Name John Peter Zenger		

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 Lauren Sewell	Assistant Principal Michelle Nelson
Coach Lakeesha Elliott	Coach Chasity Lora
ESL Teacher Janice Badal	Guidance Counselor Yolanda Miller
Teacher/Subject Area Jazmin Bernal/3rd Grade	Parent Kim Thomas
Teacher/Subject Area Lisette Sepulveda/2nd Grade	Parent Coordinator Carmen Nieves
Related Service Provider Susan Tineo	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	510	Total number of ELLs	119	ELLs as share of total student population (%)	23.33%
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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 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	28
SIFE	2	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	1

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	2	2				1				2
Dual Language										0
ESL			20			6	1		1	1
Total	2	2	20	0	0	7	1	0	1	3

Number of ELLs who have an alternate placement paraprofessional: 6

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 Spanish	9	13	16	13		11								62
SELECT ONE														0
SELECT ONE														0
TOTAL	9	13	16	13	0	11	0	62						

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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	6	2	8	9	13	7								45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1		1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		3	2	2	2	1								10
TOTAL	6	5	10	12	15	9	0	0	0	0	0	0	0	57

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)	8		3	1	1	7								20

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)		12	12	6	10	6								46
Advanced (A)	7	6	11	18	4	7								53
Total	15	18	26	25	15	20	0	0	0	0	0	0	0	119

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	13				13
4	10	8	1	1	20
5	18	10	1		29
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	13	0							13
4	5	7	5	1	2	2			22
5	14	8	6		2				30
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	2	1	2	4	2	8	2	22
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)	13	6	12	12				
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.

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

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

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

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

The Bilingual Instructional Team analyzes student data and the patterns across proficiencies and grades. P.S. 18X has 119 students that were given the NYSESLAT or the Language Assessment Battery Test Revised(LAB-R). In Kindergarten, there were 8 beginners, 0 intermediate and 7 advanced students totaling 15. First grade had 0 beginners, 12 intermediate and 6 advanced students totaling 18. Second grade had 3 beginners, 12 intermediate and 11 advanced students totaling 26. In third grade we had 1 beginner, 6 intermediate and 18 advanced students totaling 25. Fourth grade had 1 beginner, 10 intermediate and 4 advanced student totaling 15 and in the fifth grade we had 7 beginners, 6 intermediate and 7 advanced students totaling 20. Of the 119 students that took the NYSESLAT or the LAB-R, there were 20 students in total at the beginner stage, 46 at the intermediate stage and 53 at the advanced stage. Based on the data provided by the graph, we can conclude that most of our students given the NYSESLAT or the LAB-R are at the advanced level of proficiency.

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

The patterns across NYSESLAT modalities provides us with our ELL students' level based on reading, writing, speaking and listening throughout the year. The data also provides us with measurable benchmarks of academic growth in literacy for our learners and guides us towards differentiated plans of instruction for different levels of reading and writing.

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

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?

The majority of the students on grades 3, 4, and 5 are at the advanced level in NYSESLAT which shows that the correlation between proficiencies and grades are about the same. Most of our ELL students prefer to take the exams in English. For example, 65 students took the math exam and only 18 took it in their native language and 47 of them took it in English. In the science exam, 22 students were tested and 8 of them took it in their native language while 14 of them took it in English.

PS18 does not administer the ELL Periodic Assessments.

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

Currently, at PS 18X we use the following assessments, Evaluacion del Desarrollo de la Lectura (EDL), Foundations, Double Dose

and TCRWP running records to gather data to help us guide instruction for ELLs within the Response to Intervention (RTI) framework. Once all of the data is collected, we then analyze it to determine what tier the students fall under and group them accordingly. Tier 1 instruction is provided by the classroom teacher, Tier 2 is provided by the RTI teacher (3X a week for 30 minutes) as a push-in program and Tier 3 is also provided by the RTI teacher (5X a week for 30 minutes) as a push-in program. Depending on the Tier the students are in, we then know what strategies and or programs we can implement based on the student's individual needs. Some of the strategies and or programs used are Reading A-Z.com, sight word recognition, comprehension strategies and decoding.

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

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

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?

PS 18X currently does 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.).

PS 18 evaluates the success of our programs for ELLs by using informal and formal exams. We also can measure the success of our programs if we meet AYP for ELLs.

Part IV: ELL Identification Process

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

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

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

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

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.

P.S. 18X provides two Parent Orientation Meetings for parents of newly enrolled ELLs; two sessions are offered at the beginning of the school year and another meeting is held mid-year. As new students enroll in the program, we conduct one-on-one meetings. During the meetings, parents are informed of the available programs offered to English Language Learners (Transitional Bilingual Education, Dual Language, and free standing ESL). An informational video of these three programs is shown. After viewing the video, the ESL Coordinator clarifies any questions or concerns parents may have with regards to the various programs. Once students are identified as ELLs, parents are given the opportunity to choose their program of choice. If the program they select is not being offered at our school, they are informed of their right to transfer to a school with that program and are provided a list of schools which offer the program of their choice. Additionally, if our school does not offer the program that parents select, their child's name is placed on a waiting list along with the communities consent until there is enough of a demand (15 or more students) to open their program of choice at our school. Finally, the parents are guided through the selection process. In the event of a newly arrived student during the course of the year, the ESL Coordinator provide the orientation to the parents. Then parents are informed of the program choices available and assisted with the placement process. This process is done in-house. Parents who do not attend the orientations are contacted by phone, by our Parent Coordinator or ESL Coordinator to schedule a meeting, in which they receive the packet and information provided at the ELL Parent Orientations. In addition to viewing the video and attending the orientation, the parents receive pamphlets in their native language with frequently asked questions and answers regarding the presentation and ESL programs. During the Orientation, parents are assisted with filling out the parent survey and the program selection. The Parent Survey and Program Selection forms are filed and kept in the ESL Coordinator's room.

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

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

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

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 ESL Coordinator administers the Language Assessment Battery-Revised (LAB-R) test to the child within 10 school days of admission which measures the English language proficiency level. Children who score at or below the Lab-R cut score become eligible for state-mandated services for ELLs. For instance, if the child's native language is Spanish, and the child scored at or below proficiency on the LAB-R, he/she is tested with the Spanish LAB. The parents of those students who are eligible for state-mandated services are notified by the ESL Coordinator with an entitlement letter in their native language. The entitlement letter also informs parents about the parent orientation meeting. This entitlement letter is then filed and kept in the ESL Coordinator's room.

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.

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

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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, Transitional Bilingual Education has been the program of choice. For the past few years, based on the Parent Surveys that were completed, our school has had approximately 25 forms that indicated the TBE program as a primary choice and approximately 5 forms that indicated the free standing ESL program.

Program models offered at our school are aligned with parent requests because the parent's choice is the TBE program. We have one bilingual class per grade, in grades K/1 bridge class, 2, 3 and 5.

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])?

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

Our Kindergarten through fifth grade classes are heterogeneously grouped. Based on NYSESLAT scores, ELLs in the ESL program are grouped by grade level as well as homogeneously and heterogeneously.
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)?

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

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

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

In order to ensure that ELLs are appropriately evaluated in their native language, the EDL and the ELE is administered.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In both programs, the focus is to equip the students with Second Language acquisition in the following four modalities: listening, speaking, reading and writing. The acquisition of the English language will be made possible by providing about 2 1/2 hours of daily literacy instruction using the appropriate strategies and methodologies. The use of the school-wide integration of a daily balanced literacy program includes the following: Read Alouds, Shared Reading, Guided Reading, Paired Reading, Independent Reading, Language Exploration and Shared Interactive Writing. A print rich environment along with word walls in all academic content areas are visible in bilingual classes to support academic vocabulary in the content areas. Furthermore, the program, *On Their Way to English* will be used daily to support students' growth of the English language proficiency. Instruction

in the content areas is provided in native language on a daily basis; beginners and intermediate students receive 90 minutes a day. Advanced students receive 45 minutes of native language instruction per day. In both the TBE and ESL programs, beginners and intermediate students receive 360 minutes per week during the literacy block. Our advanced students receive 180 minutes a week during the literacy block.

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).

Our SIFE students are serviced by the classroom teacher in specific homogeneous strategy groups, Imagine Learning English (software program) is scheduled daily for individual work. Foundations (researched based phonological program) is used during the word study block, 37.5 minutes tutorial -three days per week on ESL instruction, and student partnerships with dominant English speakers. Native language arts is the language of instruction in content areas of Math, Science and Social Studies.

Moreover, SIFE students with the home language of Spanish and are in the TBE program will receive native language instruction;the percentage of native language instruction will be based on their Lab-R or NYSESLAT scores. For students in the ESL program, native language support will be provided if needed and as available. Furthermore, SIFE students will have Native language arts instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies. We provide the students with instruction to ensure that their needs for basic social language, academic language and grade appropriate content is fulfilled.

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

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

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

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

SIFE students will receive ESL as per CR Part 154 push-in services by the ESL teacher during the school day. In addition, SIFE students will have Native language instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies.

ELLs in our school with less than three years receive additional support and instruction through the Scaffolded Instruction and Language Conventions focus from the ReadyGen program to prepare students for ELA content. The units of study specifically consists of skills pertaining to the NYS ELA test.

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

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

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

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

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?

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

Courses Taught in Languages Other than English 

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

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

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

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

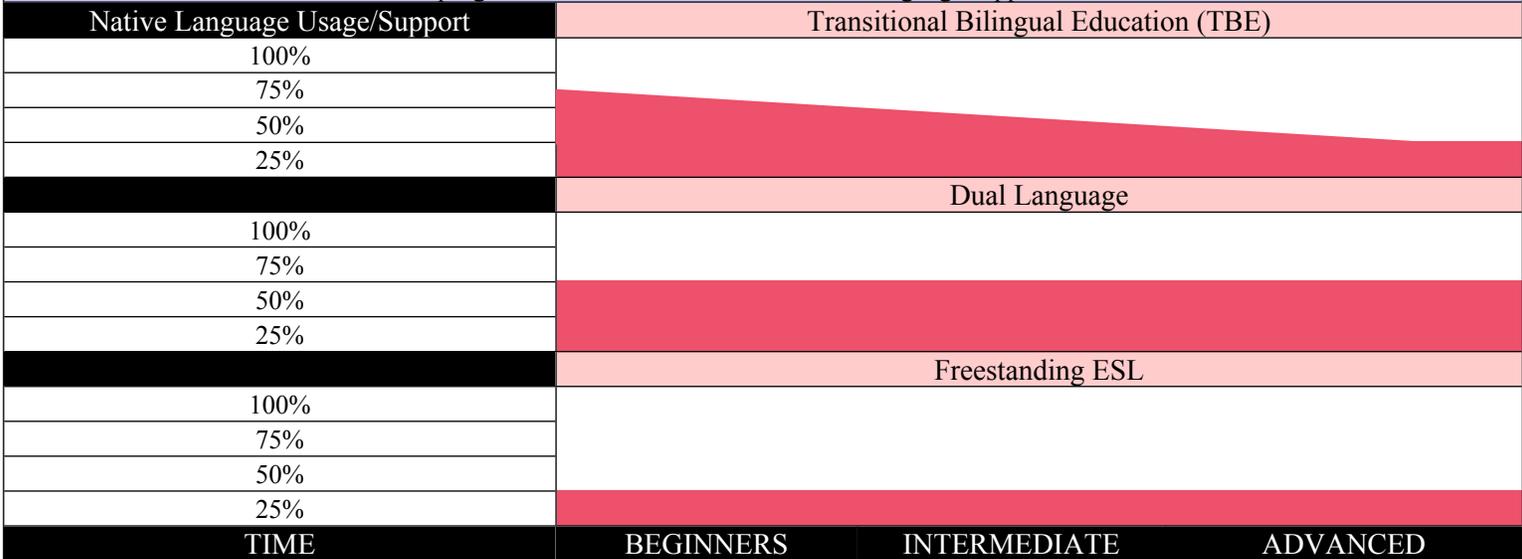
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

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

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

By examining the patterns across the NYSESLAT exam, we noticed an increase of student's performance levels. This data provided us with reading, writing, speaking and listening levels throughout the year. The data also provides us with measurable benchmarks of academic growth across all content areas (including language development), and guided us towards differentiating our plans for different levels of learners.

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

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

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

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

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

ELLs are offered a variety of after school academic programs, such as Title III Immigrant Programs and RBI. The Title III programs provide enhanced instructional opportunities for our ELLs as well as our non-ELL students. The RBI afterschool program also invites ELLs and non ELLs to participate in their program which offers students homework support during a part of the after school session, instructional support through the content areas and fine arts as well as sports. ELLs are also invited to attend Saturday Academy between the months of December and March which helps ensure that students are provided with enhanced instructional support.

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

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

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

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

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

ELLs have support services based on their grade and are grouped by NYSESLAT or Lab-R levels; such as, proficient, advanced, intermediate and beginners. There are several resources that we use to service our ELLs, such as, an ESL push-in program, the Scaffolded Instruction part of ReadyGEN and the Imagine Learning English program, a computer based program in which students are following specific activities based on age appropriate material. The Book Shop and Reading Safari from Mondo are

supplemental programs that are also correlated with topics of interest for students' age.

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.

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

18. What language electives are offered to ELLs?

Currently, we do not offer any language electives.

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)?

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

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.

Teachers take part in inquiry Teacher Teams that focus on various Literacy topics that include an ELL component. Additionally, teachers attend ESL professional meetings from the CFN network where they are exposed to different strategies and methodologies to implement during the Reading and Writing Workshops. The bilingual teachers meet every Friday for a 45 minute period to discuss and turnkey pertinent information. Teachers also conduct inter-visitations to other bilingual classes and schools for additional support.

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

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

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

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

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

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

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: John Peter Zenger

School DBN: 07X018

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jasmin Varela	Principal		
Michelle Nelson	Assistant Principal		
Carmen Nieves	Parent Coordinator		
Janice Badal	ESL Teacher		
Kim Thomas	Parent		
Jazmin Bernal	Teacher/Subject Area		
Lissette Sepulveda	Teacher/Subject Area		
Lakeesha Elliott	Coach		
Chasity Lora	Coach		
Yolanda Miller	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X018 School Name: John Peter Zenger

Cluster: 02 Network: 204

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

Part A: Needs Assessment Findings

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

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

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

At PS 18, we have 110 families that speak Spanish, 8 families that speak Soninke and 1 family that speaks French and our written translation and oral interpretation needs are based on those languages specifically. We have very few low incident language needs. Most of our parents who speak one of those languages are assigned a translator. Translators are provided by Central staff.

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

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

We also ensure that parents are aware of the translation services available and of their Bill of Rights. Signs are posted throughout the building,

in the main office, in the cafeteria and at dismissal exits.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: John Peter Zenger

DBN: 07X018

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 60

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 6

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

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

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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