

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

06M018

School Name:

PS 18 PARK TERRACE

Principal:

CONNIE MEJIA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 06M018
School Type: _____ Grades Served: K-8
School Address: 4124 Ninth Avenue, New York, NY 10034
Phone Number: 212-567-4353 Fax: 212-304-1423
School Contact Person: Connie Mejia Email Address: Cmejia4@schools.nyc.gov
Principal: Connie Mejia
UFT Chapter Leader: Coral Zayas
Parents' Association President: Afortunada Fernandez
SLT Chairperson: Katherine Ramjattan
Student Representative(s): N/A

District Information

District: 6 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, New York, NY 10033
Superintendent's Email Address: Mramire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 532 Network Leader: Michael Baker

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Connie Mejia	*Principal or Designee	
Coral Zayas	*UFT Chapter Leader or Designee	
Afortunada Fernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Miriam Rondon	Member/K-2	
Katherine Ramjattan	Member/3-5	
Maria Moreno	Member/6-8	
Enolia Fernandez	Member/Parent	
Alma Ramirez	Member/ Parent	
Cristina Javier	Member/Parent	
Yamel Nunez	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement

PS/IS 18 is committed to providing quality education to all our students, by meeting their intellectual, social and emotional needs, and working diligently to implement a high academic standards-based curriculum. We are dedicated to utilizing the resources of our parents, professionals and community, to create lifelong learners in an environment that fosters and challenges ever growing minds.

Our Setting

PS/IS 18 is a small school of approximately 400 students in grades kindergarten through 8th grade. The school is located in a non-residential area in upper Manhattan. This necessitates that the majority of our students utilize public transportation (3-8) or school busses (K-2) to travel to and from school.

Our population is 50% ELL (English Language Learner), Spanish being their first language. The school offers bilingual instruction for the emergent, the transitional, and the proficient English speaker, while maintaining native language arts skills. These programs provide participants the opportunity to become literate in a second language (English/Spanish) through intense and ongoing immersion.

While not a neighborhood school, we have created a nurturing, student-centered learning environment for regular education, bilingual education and special needs students.

PS/IS 18 is staffed with a team of highly qualified professionals who ensure that academic needs are met, as are social and emotional concerns.

Our Culture

At PS/IS 18 we foster a personal approach in dealing with instructional concerns, family issues, and a shared understanding that we are here to serve our students and their families. We believe that the key to a successful academic experience is best achieved when a strong home/school relationship exists, along with the support of other community resources. A culture of collaboration and professionalism is nurtured throughout, from the engagement of paraprofessionals and school aides, to parent volunteers. We have established positive relationships with community organizations, grateful for their support.

Academic rigor is fostered and encouraged across the content areas. Active reasoning and higher order thinking strategies are at the center of professional development, as are study groups and collaborative planning across the content areas. Technology is integrated into all curricular areas through the use of classroom computers and a library media center. Students have multiple opportunities to use technology to demonstrate and support their learning. Students apply technical knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs. These initiatives are in place to support our shared belief that it is the school's responsibility that we must prepare our students for our 21st Century society.

Guidance

PS/IS 18 provides our students a personalized high school articulation experience based on each individual student's abilities and interests. Our guidance counselor works one-on-one, taking parents and children to visit the intended high school. For students applying to specialized high schools, test preparation for the specific entrance exams is provided.

Alongside the SETSS teacher and the school psychologist, the guidance counselor provides social and emotional intervention. This service is provided on an as-needed basis by our team of highly qualified professionals.

Link to Community

PS/IS 18 has partnered with the *Eastside House Settlement* to provide our 6th, 7th, 8th grade students and their families a balance between academic and social needs. This is done through after school clubs, tutoring sessions, and parent workshops. Service provided to participants include:

- Social services: Weekly sessions
- After school programs: •culinary arts •robotics •yoga •book club •computer science •math club
•arts and crafts •dance •debate club •college and career readiness
•remediation •homework •science and literature enrichment

East Side House Settlement offers parents of participants' social services, counseling, and classes leading to a GED, should one wish to avail themselves of this opportunity.

Students in grades kindergarten through grade 5 participate in the *Children's Arts and Science Workshops*. These activities include: •science •math •literacy •art •health •gym •homework •robotics •dance

The *CHALK* program offers parents a program called "Cooking Matters." The goal is to teach the elements of good nutrition. This year the program is expanded to include parent and student hands-on cooking classes.

We also have a partnership with *LINC*. Our grade 8 students have been paired with a 2nd grade student, and work together as "Reading Buddies." For the older students, this provides a venue for community service. For the younger children it is an opportunity to strengthen their literacy skills. It also provides a means of building their social skills as participants develop special relationships with their "Reading Buddy." The program includes a component to prepare parents to become reading tutors.

PS/IS 18 participates in the *Integrated Arts Program* sponsored by the *Society of the Educational Arts*. Selected 3rd through 8th grade students participate in either a 20 week, 2-1/2 hour theater or dance workshop. This culminates in a dance recital and dramatic production. Also provided is the opportunity to attend a professional theater experience. Productions are bilingual, providing our ELL population with the opportunity to retain their native language skills (Spanish/English).

Though faced with many challenges, PS/IS 18 is rising and meeting those challenges. One such challenge is the fact that our budget has been cut once again. As a result, we have reached out to the community organizations to obtain services to support and embellish our programs. Our efforts have proven fruitful. Our arts program now includes a partnership with *Rosie's Theater Kids*. Participants have the opportunity to attend Broadway productions as a part of this literacy activity. SEA provides a similar experience for our Spanish speaking students.

We have had many successful endeavors. As we meet (administrators and teaching staff) to analyze data, we look to refine our curriculum. We identify what works and eliminate what does not. One example is our having chosen *Ready Gen* as our literacy program, we also opted to keep "Accountable Talk" and independent reading and guided practice from the Teachers College program. This strategy has proven successful for us. When new materials are necessary, only research based programs are considered. Teachers are included in the final decision.

We are adding *Waterford* this year for our kindergarten to 3rd grade classrooms. This program focus' on three literacy strands-phonics, word recognition, and comprehension. Parents receive monthly progress reports.

Kindergarten to grade 2 classes are also implementing *World of Words* (WOW). This program is designed to increase the quality and quantity of vocabulary across the content areas. It also seeks to build reading stamina. What makes this program unique is that parents are included in the learning process. Parents receive books to build a home library, and they are trained so that they are able to support their children at home.

PS/IS 18 is one of nine schools in NYC to be selected to participate in a AFT/UFT literacy program designed to promote content area reading and a love of reading. Students will be given books, and workshops for parents will be offered.

We are looking forward to expanding our after school program (East Side House Settlement) to include a STEM robotics class – Science, Technology, Engineering, Math – as an enrichment activity for our 6th, 7th, and 8th grade students on Saturdays.

Amongst those things that we see as both an accomplishment and continued good practice is our integration of the Socratic method of questioning. We have also developed rubrics by grade in both Spanish and English for informational and persuasive writing. This makes for consistency both horizontally (class to class) and vertically (grade to grade) in establishing expectations and to plan instruction. We have also developed a system that is in place to monitor accountable talk as another tool to assess student growth in literacy. “Accountable Talk” prompts are utilized in all classrooms to support student discussions and engagement.

Our focus this year will be on refinement – refinement of curriculum and refinement of teacher teams. This is a priority undertaking as we move toward improving the educational experience and academic gains in achievement on standards tests made by our students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school we have identified a high need for improvement in informational writing across content areas. Data sources we analyzed as a school would include samples of student writing against a rubric in both informational and persuasive, open ended responses as part of end of unit writing tasks also measured on a rubrics.

Strengths and strategies used:

- Curriculum maps by unit-common planning procedures (current unit maps).
- Discussion prompts-language standard addressed through rich discussions and debates.
- DOK system of creating objectives supported by language objectives.
- School generated rubrics for informational and persuasive writing in both Spanish and English.
- Socratic circles teacher student reflection sheet.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students in grades 3-8 will move up 2 levels as measured by a 4 point rubric on informational writing assignments and monitored 2 times during the school year noted as a pre/post assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Structured calendar-pre, mid, post assessments that include writing prompts for informational writing 3-8.	3-8	9/14-6/15	Assistant Principal, Classroom Teachers, Test Coordinator
Professional development using informational writing rubrics to articulate student use of the rubric to self-monitor.	3-8	9/14-6/15	Principal, Assistant Principal, Classroom Teachers, Test Coordinator

Parental communication system through progress reports.	3-8	9/14-6/15	Principal, Assistant Principal, Classroom Teachers, Test Coordinator
Teacher walkthroughs to assess best practices sharing of best practices using a system for scheduling participation of teachers and identify next steps as part of teacher collaboration.	Classroom teachers, 3-8	9/14-6/15	Principal, Assistant Principal, Classroom Teachers, Test Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Schedule adjustments to facilitate intervisitations to witness best practices.
- In house support to facilitate or lead professional discussions with teachers across grades.
- Texts relevant to topics and themes.
- Funding for F-status staff member to address the coaching teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Title 1 funding and tax levy will be used to fund 1 status staff to support planning and implementation of information or writing assessments administered 2 times a year.
- Tax Levy and Contract for Excellence funding will be used to support common planning time in order to provide teachers with time to review student work against the rubric.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

As a school, we have created an assessment grid by grade setting baseline (11/17/14), mid-year (1/23/15), and end of year (5/26/15).

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our school reviewed our school environment survey results to review responses by students, teachers and parents and canvass needs and strengths. •Schoolwide safety meetings and staff input during reflection (feedback) sheets along with input from parents during SLT meetings. •Student Council •Schoolwide Events •Parent Monthly events

Strengths: •Collaborative learning environment through input teacher teams, parent coordinator, school counselor and schoolwide conversations based on specific needs discussed at school safety meetings. •Student council-collaboration with staff and administration looking at student needs, voicing their noticings as solutions are generated in a collaborative manner. •Honor roll system of behavior (3-8). •Project Boost-celebrating our students who have demonstrated strengths and have met established criteria. •Mid-year and end of year celebrations across content areas.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will engage in the creation and implementation of a schoolwide discipline policy to address students’ challenges and success as a schoolwide method of addressing one of the 4 pillars that emphasizes the increased opportunities for educators to share and replicate strong practices and learn from each other.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Professional development sessions to address effective teacher practices for behavior that include turnkey training by teachers to support a safe and collaborative environment.	All teachers	9/14-6/15	Principal, SLT members, Cabinet members
Common planning time to discuss implementation of discipline policy across grades K-8.	All teachers	9/14-6/15	Principal, SLT members, Cabinet members
Student council-Student representatives input to address system of rewards and consequences K-2, 3-5, 6-8 that include schoolwide recognition of our accomplishments.	Students 2-8	9/14-6/15	Principal, SLT members, Cabinet members

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Scheduling of planning sessions.
- Samples of other schools discipline handbooks contingent on budget availability (Save Room).

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Tax levy money will be used to fund school guidance counselor in order to provide one to one support to teachers and integrate behavioral systems within student curriculum.
- Fair Student funding and tax levy monies will be used to fund the school principal in order to ensure implementation and support for a school wide system of behavioral intervention.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Benchmark set at February 2015 with a draft of our discipline code book for staff review. Discipline code book will be reviewed through SLT meetings and professional teacher team meetings.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As a collaborative team of educators, we have looked at our teacher needs assessment results for professional development topics and the need to expand beyond basic professional development sessions. This in turn identifying a need to expand teacher collaboration through establishing cycles of professional learning.

Strengths: •Collaborative teacher teams and overall school climate. •Sharing of Best Practices through turn key for training – part of schoolwide systems.

Data Sources: Mini-observation feedback, teacher surveys, teacher feedback, schoolwide feedback after mini-observations and walkthroughs that include teachers across grade levels.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will create and monitor our schoolwide professional learning cycles as a means of building teacher capacity and sustain an effective system of professional collaboration and inquiry. A system will be generated to identify program and monitor success of professional learning cycles.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Professional learning cycles on a biweekly basis will be scheduled as per teacher selection and research.	All Teachers	9/14-6/15 Bi-weekly cycles	Principal, AP, School Staff, Teachers
Feedback sessions scheduled in cycles for the presentation of teacher learnings and application of practice due to research.	All Teachers	9/14-6/15 Bi-weekly cycles	Principal, AP, School Staff, Teachers
Teach Teams (Inquiry) - scheduled weekly teacher team meetings with a focus on curriculum refinement K-8.	All Teachers	9/14-6/15 Weekly meetings	Principal, AP, School Staff, Teachers

Intervisitations scheduled focused visits across grades with specific template to document best practices articulation among teachers and next steps for refinement.	All Teachers K-8	9/14-6/15 Bi-weekly	Principal, AP, School Staff, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Teacher selected text books by content and grade. • Schedule adjustment to facilitate professional development (during the day). • Common planning scheduled meeting times. • Study group materials – books for cycle of professional learning. • Calendar noting professional cycles and teacher teams.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> • Fair Student funding and tax levy monies will be used to fund the school principal in order to ensure implementation and support for professional learning cycles. • CFE funding will be used to support common planning time in order to provide teachers with time to review cycle work. 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
February 2015 – At this point, we will revisit data and adjust areas needing adjustments as per analyzing the impact of teacher team work and curriculum refinement on students.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As a result of end of year summative conferences with classroom teachers, there is a need for an increase of classroom intervisitations among teachers (focused visits) with a focus on sharing of best practices in addition to modeling of instructional expectations.

Strengths: •Strong collaboration as a school community. •Results-Teacher end of year ratings. •Strong professional development cycles-Teacher led and collaboration of colleagues in presentation of best practices.

Data Sources: •End of year ratings •Summative conferences •Teacher feedback documentation of next steps for teacher support and individualized professional development plan for improvement.

Needs: •Increased collaborative work with assistant principal as second means of support for classroom teacher. •Increase amount of teachers in highly effective range based on effective feedback, hands-on support and modeling of best practices.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will have established a system of observation cycles with a system for effective teacher feedback and support. The system will include components for building teacher capacity and collaboration via a cycle for teacher intervisitations and sharing of best practices linked to the professional learning cycles selected planned and showcased by teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- | | |
|-----|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change |
| 26. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
| 27. | Strategies to increase parent involvement and engagement |
| 28. | Activities that address the Capacity Framework element of Trust |

Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Professional development sessions focused on professional learning cycles – Teacher collaboration and choice of topic.	All classroom teachers, paraprofessionals	9/14-6/15	Principal, AP, Lead Teachers
Teacher team set up – Launching curriculum refinement by analyzing, and adjusting curriculum and maps for Ready Gen, Scholastic Code X and CMP3-Math Middle School, addressing specific needs of ELLs, SWDs and STH.	All classroom teachers, paraprofessionals	9/14-6/15	Principal, AP, Lead Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> •Scheduling of common planning time with teachers to carry our teacher team inquiry work and refinement of curriculum. •Protocol for refinement of curriculum during common planning sessions. •Calendar-Plotting the cycles of professional learning by topic and teacher groups. •Templates for documenting these teacher teams curriculum refinement sessions. •Continued collaboration with 3 outside CBOs: SEA, Children’s Arts and Science Workshop and Eastside House Settlement to further bridge instructional expectations to afterschool engagement.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	x	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> • Title 1 funding and tax levy will be used to fund staff to support planning and implementation of teacher intervisitations across grades. • Tax Levy and Contract for Excellence funding will be used to support common planning time in order to provide teachers with time to review student work against the rubric as part of teacher team inquiry sessions. 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
February 2015, professional development committee meeting will review the status of team work and plan next steps after identifying impact on student learning with review of student work samples.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As a school, we have identified a need for a continued alignment with our community based organizations in terms of instructional expectations and alignment with academic needs of our students. In addition, expanding parental engagement through CBO schoolwide events for families.

Strengths: •Parent Coordinator and Guidance Counselor – Strong collaborative culture and communication with families. •Established newsletters k-5, sent out on a monthly basis to inform families of curriculum expectations and classroom events. •Connection with outside organizations that engage and involve our parents such as LINC parent tutors. CHALK – Cooking classes with parents and children.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will ensure that our partnership with community based organizations, Children’s Arts and Science (grades K-5), East Side House Settlement (grades 6-8) and SEA – Theatre and the arts are directly aligned to schoolwide expectations and student achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Monthly parent newsletters aligned to CCLS by grade – Informational letter to parents – Home School Connection	K-5 Students	9/14-6/15	Classroom Teachers, Assistant Principal
Monthly meetings with CBO coordinator and curriculum consultant along with classroom teachers to look at specifics in curriculum and sharing of newsletters.	K-8 Students	9/14-6/15	Principal, Assistant Principal
Organizing schoolwide celebrations and collaborative events with teachers and children’s families through our partnership with our	K-8 Students	9/14-6/15	Principal, Assistant Principal

CBO.	and their parents		

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Scheduled meetings with program directors on a monthly basis – Common schedule time for articulation.
- Personnel – CBO programs to work in planning parent activities for involvement.
- Materials for producing monthly newsletters.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Grants and awards from CBO and outside organizations are already in place to secure the continued success of these programs. Tax levy monies for the proper scheduling so teachers are involved in the planning and execution of collaborative meetings with CBOs.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

February 2015, midpoint meeting with CBO directors, parent representatives and student representatives to survey success and needs for next steps.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	NYSED Scores '14 RR/F&P K-2 Waterford Results NYC Performance Tasks	Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia	Small group by teachers, push-in, pull-out service providers	During school day
Mathematics	NYSED Scores '14 RR/F&P NYC Performance Tasks	Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia	Small group by teachers, push-in, pull-out service providers	During school day
Science	NYSED Scores '14 RR/F&P NYC Performance Tasks	Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia	Small group by teachers, push-in, pull-out service providers	During school day
Social Studies	RR/F&P NYC Performance Tasks	Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia	Small group by teachers, push-in, pull-out service providers	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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>PS/IS 18 has highly qualified staff. Our K-5, monolingual and TBE teachers are licensed and experienced in different subject areas according to the subject they are teaching. Our middle school teachers are licensed and experienced as well in the content area they are teaching. Our Art, Physical Education, Music and Technology teachers are licensed and experienced in the subject they are teaching. Our self-contained Special Education classes' teachers are specialized and experienced in their subject area. They also possess a license in teaching students with disabilities.</p> <p>In order to support all staff members we are embarking on a schoolwide initiative to acquaint our staff with effective scientifically based strategies for instruction as well as multidisciplinary planning and integration of curriculum areas.</p> <p>Retention of our highly qualified teachers is focused on ongoing support of collaborative professional learning cycles.</p>

2b. 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>Based on needs assessment provided to all teachers and staff at the beginning of the school year, the Professional Development Team determined what our professional development priorities will be for this school year. In that sense, the professional development plan for this year is outcome based, and withdrawn from student's data such as the analysis of student work, formal and informal assessment and instructional changes according to Common Core Standards. The professional development Team presents these professional development sessions every other Monday. Teacher Teams meet as well on Mondays and alternate Tuesdays to analyze research and discuss a selected topic of choice for research in order to improve student performance and teacher practice. As a result, teachers plan instruction during common planning periods as they refine or make the adaptations necessary to the curriculum in order to target student's instructional needs. Analyzing student work is part of the process.</p> <p>An example is that administrators provide professional development on the Sheltered Instruction Observation Protocol (SIOP). This is a research -based model of instruction that was adopted in order to refine mainstream teacher's pedagogy which in term will improve English Language Learners academic performance.</p> <p>Teachers attend professional development provided by ELA, Math and SIOP Achievement coaches at the</p>

network and Central Office. Professional Development is also provided at the English Language Learners Department with the focus on addressing the needs of ELL students in meeting Common Cores standards, differentiating instruction, analyzing data to improve ELLs Academic and language instruction.

In general the professional development provided to our teachers and staff is Differentiated based on data obtained as a result of observations of teacher's instructional practice, student performance in State Assessment and the needs assessment survey completed by all teachers. This professional development plan is geared to address the changes in pedagogy required to implement new Instructional Shifts, Common Core standards and core content Curriculum.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

In June 2014, a MOSL Selection Committee, comprised of a cross-section of classroom, content and out of classroom, content and out of classroom teachers was formed. After reviewing the assessment choices the members met with their assigned teachers to select their assessments for 14-15 school year.

In September, the teachers were given hard copies of the State Exam results, including NYSESLAT, as well as Spring F & P reading levels.

All classroom and content teachers have been supplied with a laptop to be used for data tracking. Professional

developments have been ongoing to train the staff with the various data systems and their capabilities.

In an effort to streamline our on-going assessments and data utilization, a class data profile snapshot profile with baseline data has been distributed to teachers electronically. They will continue to enter on-going assessment data in order to gain a deeper understanding of their students' strengths and weaknesses as well as their teaching strategies.

Additionally, a schoolwide assessment calendar has been formulated.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$269,908	X	11, 13, 17
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	\$96,297	X	----
Title III, Part A	Federal	\$22,817	X	----
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$2,257,665	X	11, 13, 15, 17, 19

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 18, 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 the school and the families. The 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 the school community. PS/IS 18 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 the school community;

The 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 special needs. The 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 the 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, 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, the 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 School 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 the school 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 the school's 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school, and will work to ensure that the 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.;
- disseminate, collect, and analyze a monthly parent survey;
- 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;

The 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; in collaboration with our collaboration with our CBO's;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- with the support of LINC, we will encourage 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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 018
School Name Park Terrace		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	142			40			5			187
ESL	27			1			3			31

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	169	0	0	41	0	0	8	0	0	218
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 237

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 3

Asian: 0

Hispanic/Latino: 215

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	7		5										24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	12	7	0	5	0	24								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	2	1	3	1	2	2	1					19
Intermediate(I)	0													0
Advanced (A)	13													13
Total	17	3	2	1	3	1	2	2	1	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	1	5	4	1	3	5	7	6	7				

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	14			17
4	20	7	2		29
5	15	23	2		40
6	17	20	2		39
7	13	11	4		28
8	19	10	0		29
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3								3
4	10	14	5	0	2	1	1	0	33
5	16	15	9	3	1	0	1	0	45
6	4	10	13	9	5	1	1	1	44
7	7	8	11	2	2	0	0	0	30
8	5	7	15	1	1	0	0	0	29
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	4	0	9	2	11	6	2	35
8	2	0	7	15	18	7	5	1	55

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language		13	19	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our school used Fountas and Pinnell to assess all our students in English Language Arts. As our results each teacher teaches literacy to their own students as it show on the ATS ROCL class. Grades 2 and 4 have grouped their entire grade according to the students' reading levels (P/A/I/B), consequently each teacher have a daily group of students from both classes. For example, one of the

teachers in the the 2nd grade will have the group of students from both classes who are B and I, and the other teacher will have the students who are A and P. Our teachers are using the data to differentiate instruction and to teach multiple skills. The language instruction is aligned to the Core Curriculum but ensures the students learn the language and have repeated opportunities to access and use the language in all subject areas. Our students in the self-contained monolingual classes will be pulled-out to receive services provided by a licensed ESL teacher. In addition, 2 ELL students in Kindergarten during the literacy period, will go to the self-contained side by side dual language. In first grade, 7 ELL students during the literacy period, will go to the self-contained side by side dual language. Every other day Eng./Span. 3 proficient students will go to the self-contained monolingual classroom for literacy. In addition, our teachers have attended and will continue to attend SIOP workshops, where they will be able to target instructional needs of ELLs during content area English instruction. Our school invites our students to Title III after school program (Grades 3-8), which will emphasize vocabulary development through content areas, as vocabulary is critical to reading, writing, and speaking proficiency.

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

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

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our ELLs have consistently scored low scores on the ELA state exam. This is particularly evident after last year's Common Core aligned exam. ELLs are also scoring low scores on the state mathematics exam. However, some students are able to score highly even when taking the exam in Spanish, their Native Language. Science exams show a greater achievement for our ELLs both in English and the Native Language. Our school does not administer or use the ELL Periodic Assessment.

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers use NYSESLAT levels and modalities to plan lessons that address the needs of all ELLs. Formative assessments and informal observations are also used to differentiate and adapt instruction and groups.

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

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

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

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

Part IV: ELL Identification Process

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

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

As parents come to enroll their children in our school for the first time, our Parent Coordinator, the Family Worker, the Pupil Accountant Secretary, the Bilingual Coordinator, or a licensed pedagogue, will explain the changes in our program. We will inform them that as parents had requested, as they had filled out the Program Selection, in K, 1st, and 3rd grades, we have formed classes which are self-contained dual language (English and Spanish) and self-contained monolingual class only. The other grades will be self-contained dual language (Spanish and English). Before we continue we ask them for their address in order to verify if they belong to our school. We also ask if a relative, friend or someone else referred them to us. In different occasions the Placement Center has sent parents to us and they give us the official form. Once we verified student/s belong to us, the Bilingual Coordinator or licensed pedagogue will be called to speak to the parent. Before we start doing the registration, we tell them the different documentation they will need before filling out any paper. We also inform them the New York City Public schools offer three different programs. Whether parents are registering ELL students or not we ask them to view the video before we start registration. We ask in which language they will feel more comfortable watching the video. After watching the video we ask them if they have any questions that we can clarify or answer. We ask parents to fill out the Home Language Identification Survey (HLIS), which help us identify students who may have limited English language proficiency and the Parent Selection Program. In order to assure parents will fill out the HLIS survey form and the Parent Selection Program, the bilingual coordinator or a licensed pedagogue will sit with them to explain how to fill it out. We tell parents those are very important documents which help us to identify the child's (children) home language, in order to test the child if he/she needs to take the LAB-R/Spanish LAB. If the home language is identified as other than English, the Bilingual Coordinator will administer the LAB-R in English after interviewing the parent and child to verify that the child is a potential ELL student; Spanish (which measures the listening comprehension and speaking skills for K-2 students and reading and writing for 3-8 grade students) is only administered if the student did not reach proficiency on the LAB-R in English, either the same day the student has been enrolled or within 10 school days. The LAB-R results will determine if students are entitled to bilingual/ESL programs and services. The bilingual coordinator will administer the Spanish LAB version if the student didn't reach proficiency in English. The Spanish LAB measures the Spanish language proficiency of native speakers. LAB raw scores measures what a student knows, how much language proficiency the student has. The scores of the Spanish LAB obtained by the student at each grade are placed into a conversion table where we use the 89-90 % as a higher score is required to reach the same percentile rank score on the new norms than was required on the old norms. Also we need to know where to place the child/children in the program selected by them. The only problem we encounter with these forms (HLIS and Program Selection) is when a student is been transferred from another school they don't have it inside their cumulative record

card and we have to depend on the information in ATS. We do get parents cooperation and they do fill both documents right there with the licensed pedagogue. If we have a child who is been transferred to our school, as parent had filled out the Public School Choice Program, we explain to them that we do have a dual language program and in grades K, 1st, 3rd self-contained dual language and a monolingual program, only on those grades. They will have to tell us right there if they accept or decline the transfer offer in order to accommodate their needs. In addition, the bilingual coordinator will inform parents that students who are entitled to receive services will be re-evaluated annually during the month of April and May in the English language in order to examine the students, the bilingual coordinator will look on ATS under RLER screen to know who are the students eligible for LAB-R or NYSESLAT. According to the Citywide and State Assessment Calendar, each student will be examined first in the speaking part during the months of April and May. After this part is done for all ELLs, the parts of Reading, Listening, and Speaking will be administered according to the calendar on 3 consecutive days. All eligible students must take all four parts. The New York State English as a Second Language Achievement Test (NYSESLAT) will be administered to determine if the student with limited English proficiency continues to be limited English proficiency, based upon the student scoring below a state designated level of proficiency on the NYSESLAT. Students will continue to be evaluated annually until they test proficient on the NYSESLAT. As students test out, they will receive support services and testing accommodations for the next two years. After the entire process of registration has been done and the child has been placed accordingly to the parent's request, the bilingual coordinator or a licensed pedagogue will go to the ELPC screen in ATS and fill out the information the parent has written in the HLIS and Program Selection forms in order to comply with the mandates. The bilingual coordinator or licensed pedagogue has 20 days to enter the information in the ELPC screen. We do it as soon as the child's name shows on the screen to avoid any delay with the compliance. A copy of the HLIS and Program Selection will be kept in the main office and the other will be in the ELLs binder which the bilingual coordinator keeps in her office.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
As parents come to enroll their children, whether is an ELL student or not, the bilingual coordinator or a licensed pedagogue invites them to view the Orientation video by the NYC Department of Education as a whole group or individually, presented by Dennis Walcott, Chancellor, either in English or Spanish, where the different programs are explained. Parents will have the opportunity to ask any questions or concerns in relation to the three different programs. After the questions are explained, parents will decide which program is best suited for his/her child. If the parent still has problems understanding the program, the bilingual coordinator will take parents to show the classrooms where children are learning in the self-contained and side by side dual language and the self-contained English only (K, 1st and 3rd grade only). In addition, during the regular school year flyers will be sent home and posted around the community advertising different open house for different grades where parents can come and observe classes. During this time the Guidance Counselor will give an orientation to parents and take them around the school to all grades (k-8). During this orientation parents can ask any questions or concerns they might have in relation to their children. In addition, during school fairs given on Saturdays which are organized by the District, the Parent Coordinator, staff member, or administrator will attend and bring a full board display presenting pictures of actual lessons, students engagement in the classrooms, any activity or performance our students had done, so everyone can see what is really going on in our school. Parents are invited to come and visit us. During all these events parents can see the programs we have and compare them with the other programs in other schools.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The bilingual coordinator or a licensed pedagogue personally hands parents the Parent Survey and Program Selection forms after they have watched the Orientation video. The bilingual coordinator sits with the parents and will assist them if they need any help understanding the questions. Parents will answer each form the way that best suits the needs of their children. Also, the bilingual coordinator keeps parents informed by sending the Continued Entitlement letter for those students who are entitled to services, the Non-Entitlement /Transition letter for those students who became proficient and no longer are in need of services. Again, these letters are sent home with their children and parents must read the letters, signed them and returned them to school. These letters will be kept in the ELLs Binder that the bilingual coordinator keeps together with other ELLs data. If parents do not return the letters a second letter will be sent saying second notice and the date sent; will ask parents to sign it and return it after they read it. If the second notice doesn't come back, the bilingual coordinator will call parents to remind them that the letter was sent and they did not return it. All the Parent Surveys and Program Selection are filled out right in front of the bilingual coordinator or a licensed pedagogue, for this reason, we don't have any problems getting them back.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once parents have filled out the HLIS, and the bilingual coordinator has tested students in order to know if they are ELLs, she will notify parents, either in person or by a phone call, whether his/her child will be placed in a side by side dual language program

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

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

As our school receives the Administration Memo of the NYSESLAT, we read it carefully to ensure every part will be administered accordingly to the regulations. Once the test arrives at our school, been the Speaking part the first test, we placed the exam in a secured locked cabinet. Only the bilingual coordinator has the key. The bilingual coordinator, the ESL teacher will coordinate the test in which way will be given and by whom. The bilingual coordinator, the ESL teacher and an additional licensed pedagogue will evaluate the students. Before we decide who will be tested, the bilingual coordinator will look on ATS under the RLER screen to know who are the students eligible for NYSESLAT, even though these students have been receiving ESL services. According to the Citywide and State Assessment Calendar each student will be examined in all four modalities. The first modality is speaking and we have from April to May to complete this modality. We prefer to complete this modality as soon as it comes to ensure that each child is given the proper attention he/she deserves, in addition, to the time mandated by law. The Listening, Reading and Writing are planned accordingly with the State Calendar and we planned for three consecutive days. As we consider this is a very important test, as soon as we received the last three exams we secured them in a locked cabinet. Only the bilingual coordinator has the key. We test the same way we do it with the ELA and Math exams; we start at 9:00A.M. until students are finished. No student is allowed to roam in the hallways, as we have staff members supervising the test. As teachers complete their exams and they arrange all the test in alphabetical order, they also write on the test form who was absent or late for the test. It's very unusual that a child is absent or late for this test, but if this happens we make sure that child will take a make up test before the due date of the test. We always test all of our students as we do call parents to check if the child was sick or any emergency arised at the last minuete. We emphasized to parents how important is this test. We always sent letters to the parents, Spanish and English, informing them about the test. The same goes for all the staff members, we send them a memo informing them about the test and the precautions as this is a secured test. Staff members must sign as they receive the NYSRSLAT Memo and this sheet is kep in the ELLs binder. The day of the test teachers must come to the Teacher's Lounge, which it will be off limits on the day of the test, only to pick up and count every test and materials needed for the test such as pencils, do not disturb sign, administration booklet, student booklets and document answer sheets. After they finished counting they must signed a secured material form, before the test and after the test is finished and they return it. The only test that will remain in school is the Speaking and Writing test which will be scored by the testing coordinator, the bilingual coordinator, and two other licensed pedagogues. The Speaking part will be transferred to the writing part as soon as they scored, as this answer document sheets due have a deadline to be returnerd. The Listening and Reading exams will be returned on the day is on the Calendar before noon to the Assessment director in charged- Ms. Marie Busiello. The same will be with the Speaking and Writing exam after they are finsihed. The early childhood grades (k-2) will write on their booklets as they are too young to bubble-in on their answer document sheets. Licensed pedagogues with the testing coordinator and the bilingual coordinator will transfer all their exams to answer document sheets matching exacty what they wrote in their booklets. Once we returned all the answer document sheets we will pack all the test booklets and returned to Pearsons by calling UPS.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

Delivering Instruction:

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our staff is mostly fully bilingual and licensed to teach in the subject areas they are teaching. The dual language program component complies with the 50/50 model in English and Spanish. Our elementary teachers plan together during their common prep periods in order to assure that they are supporting students' needs. As the new curriculum requires very high standards, teachers ensure that all students' needs are covered by taking into consideration the content standards as well as the linguistic characteristics of each language. Including the self-contained teachers and the English only teachers plan together to ensure that all students' needs are covered as well as the linguistic characteristics of each language. Teachers look at and analyze their students' current and available data to provide support or challenges where needed. As teachers plan they ensure that instruction accordingly to CR Part 154 is covered for the ELL students. As per the new mandates of the new curriculum, everything is structured and spelled out in the Ready Gen teacher's edition for all students. Our teachers make sure that our ELL students do not feel left out. As per our two special education classes, the licensed ESL teacher goes during the literacy instructional periods to ensure our ELL students receive the support they need. In addition, the Special Education Teacher Support Services (SETTS) will push-in to serve students during the literacy period, according to students' IEPs, who are ELLs in the K, 1st, and 3rd grades. The SETTTS teacher, who is fully bilingual, will also provide support either in the classroom or on a separate location, according to students' IEP. In order to make content areas comprehensible, teachers embed vocabulary, model, use realia, differentiate learning groups, scaffold, use technology (Smart Boards and computers in the classrooms), and encourage critical thinking skills by asking higher-level thinking questions, thus enriching language development.

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

Teachers use assessments in order to create differentiated instructional groups throughout the school day for all our students. Students may be grouped by ability, interest, learning style, or language proficiency for particular tasks. Students will read books accordingly to their reading levels. Teachers will reinforce vocabulary development and writing mechanics in the native language. In content areas, such as science and social studies, will create the opportunity for language usage. Teacher will challenge and encourage students critical thinking skills by asking higher-level thinking questions in order, thus enriching language development. Students must take the ELE exam in May, in addition to the monthly unit assessments teachers prepare. Students also are able to write their class projects in the language they prefer. Spanish dominant students will be able to write their projects in Spanish.

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

As teachers receive the ELL students into their classroom, they assessed them to know their language of proficiency. Teachers will group students accordingly to their needs and also will integrate them with proficient students so they can help each other. Grades K-2 use the Waterford Early Learning Program's engaging digital curriculum provides an individualized experience from introduction to mastery of critical concepts in reading, mathematics and science. With curriculum aligned to the Common Core State Standards for both mathematics and language arts, students will discover the fun of learning with full-motion video, brilliant animation, entertaining songs and interactive activities. It differentiates learning and the ELL students can use the program. The students read the language structure during the story, followed by the writing practice after the reading that also includes the target structures. The students practice over a period of a few days using all four domains (reading, writing, listening and speaking). This program engages the students and ensures that students transfer the knowledge to the content areas. Teachers use vocabulary, grammar and themes they could scaffold for students developing English proficiency. Teachers use vocabulary to teach multiple skills, synonyms, antonyms, and deep understanding of the story or lesson itself, as they also use language structure to build knowledge in themes and stories. In addition, teachers use smartboards in order to present visuals to support understanding and generate class discussions. ELL students acquire language when they have multiple opportunities to use the same language and revisit concepts. Throughout all these activities and more teachers are able to evaluate all four modalities of English acquisition.

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

Differentiated instruction:

Teachers use assessments in order to create differentiated instructional groups throughout the school day for all our students.

Students may be grouped by ability, interest, learning style, or language proficiency for particular tasks.

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

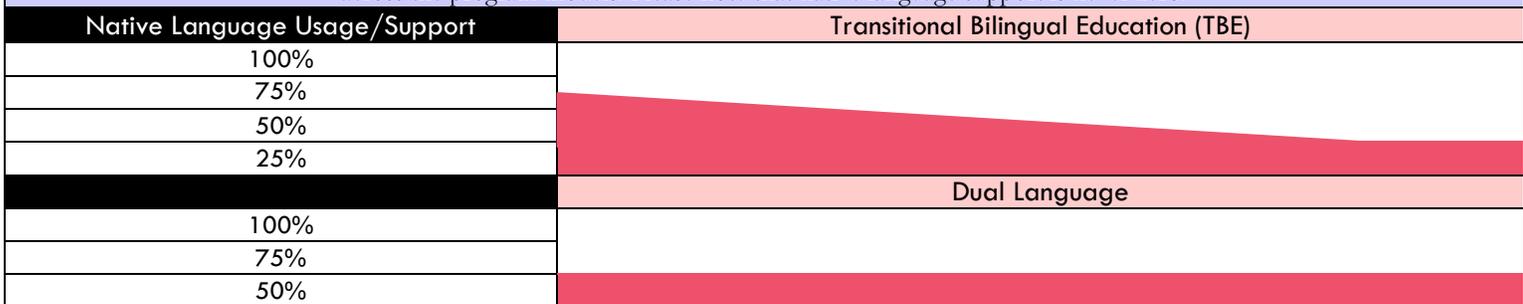
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Throughout the year, our teachers offer parent workshops that revolve around academic topics such as: The Common Core Learning Standards, Math curriculum, ELA curriculum, Science curriculum, Social Studies, helping with homework, and the state assessments. These workshops are conducted by certified bilingual teachers who can communicate in Spanish and/or English with the parents. However, the workshops are mostly conducted in Spanish. These topics are selected on a yearly basis based on a survey that is distributed to parents about their preferences for development. The Link Program offers workshops for our early childhood parents. We have parent volunteers who come to school and offer their services. We have an artist who is here and helps students with their art projects as well as our staff, whenever they are engaging students in art projects. Parents attend to workshops offered by the Dept. of Education. Parents are also involved in different activities throughout the year such as cultural events like the Independence of Dominican Republic, BEAR day (Be Excited About Reading), the picnic at the end of the year, trips and many more.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: 06M018	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Connie Mejia	Principal		1/2/14
Maria Guerrero	Assistant Principal		1/2/14
Alina Reyes	Parent Coordinator		1/2/14
Nikki Mileos	ESL Teacher		1/2/14
	Parent		1/1/01
Coral Zayas-Math/Sc.	Teacher/Subject Area		1/2/14
David Cabrera-Sp. Ed.	Teacher/Subject Area		1/2/14
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Candida Cabrera	Other <u>Bil. Coord.</u>		1/2/14
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M18 School Name: 018

Cluster: 6 Network: 532

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Park Terrace	DBN: 06M018
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 100	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: - The Title III After School Program will target approximately 100 ELL students who scored Beginner, Intermediate, and Advanced levels of the Spring 2014 NYSESLAT in grades 3-8, and newcomers to this country, or first time admitted to NY Public Schools from other schools around the country on September 2014 NYSITELL. These students struggled to meet the reading and writing modality in the NYSESLAT as per Title III AMAO progress report and the 2014 data from the NYSESLAT (RLAT). Therefore, the Title III after school program will emphasize vocabulary development through content, as vocabulary is critical to reading, writing, and speaking proficiency. The program will meet on Wednesday and Thursday from 2:30P.M. to 4:00P.M. beginning November 12, 2014 through March 25, 2015, for a total of 16 weeks and a total of 30 days. The language of instruction is English. The license of the 7 teachers are 1 ESL, 1 bilingual common branches in Sp. plus the teacher has an ESL license, and 3 bilingual common branches teachers in Sp., 2 of the bilingual teachers are content area teachers - (1 has a Permanent Spanish licensed and the other is a Bilingual General Science 7-12). Each group varies: students in 3rd grade has been split up as we have students who are newcomers, beginners and intermediate for a total of 12 students and 11 advanced students for the second group. Fourth grade has a total of 18 students which their level is intermediate and advanced; 5th grade has 16 students which levels are beginners and intermediate; 6th grade has 18 students whose levels are beginners, intermediate and advanced; 7th grade has a total of 11 students which levels are beginners and intermediate; and 8th grade has a total of 12 students whose levels are beginners and intermediate. - We will be able to teach the same grade-level content to students with varying reading skills. The students will work with the Differentiated Nonfiction Reading kit from the Blue Star Education- A division of teacher created resources, which contains 20 units of passages and a CD that contains Common Core Correlations and the Enhanced eBook. The units of study includes the same information which is written at three different levels: below grade level, at grade level, and above grade level. It provides all students with the information they need to respond to the provided assessment in order to check essential comprehension skills: locating facts, understanding vocabulary in context, determining sequence, identifying conditions, making inferences, and analyzing and visualizing the subject matter. It encourages writing in response to reading content. The topics cover the subject areas of science, geography, history, and language arts. This will enable teachers to engage students to work independently, small groups, or large group activities. At the same time that it promotes discussion opportunities for all students which are geared to meet Common Core State Standards..

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The Title III after-school teachers will participate in an after-school per session study group using Help! My Kids Don't All Speak English by Nancy Akhavan. Our Title III teachers will discuss key chapters and topics in which children are supported and nurtured in a particular atmosphere such as the three traits of collaborative language classroom: context (teaching and learning), content (curriculum and materials), and culture (students and classroom). These ideas and strategies will be implemented into their small groups of instruction. The teachers will also share these ideas or strategies with their colleagues. There will be a total of five sessions. The teachers will meet together with the principal, Ms. Mejía, on the first Friday of each month, except November which will be on Friday 21st of that month from 2:30 p.m. to 4:00pm.

Tentative schedule for study group and topic:

Topic	Date
Part One - Chapter One/Two- Teaching Language	Nov. 21, 2014
Part Two - Chapter Three/Four - Language Learning	Dec. 5, 2014
Part Two - Chapter Five-Seven - Promoting Voc. Develop./Conferring: Essential Teaching and Assessment	Jan. 9, 2015
Part Three - Chapter Eight - Putting It All Together: How to Develop Units of Study that Link Lang., Reading, and Writing	Feb. 6, 2015
Part Three - Chapter Nine/Ten - Content Based Lessons/Lang. Lessons Focusing on Strategy Instruction	March 6, 2015

Part D: Parental Engagement Activities

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

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

Begin description here: Title III parents will be invited once a month to a workshop. These workshops will be held on the third Thursday of each month, except February 2015 which it will be held on the second Thursday. Workshops will be from 2:30p.m. to 4:00p.m. The mission of the parent workshops is to assist non-English speaking in acquiring language skills and curricula strategies in order to assist their children with daily homework assignments and academic success. In addition, parents will be taught how to use Engrade as our primary grading system. Parents can go on-line to view grades for and assignments on a regular basis throughout the school year. We strongly believe that the more resources and information provided to the parents, the more parents will be able to support and guide their children through the challenges they must overcome to be academically successful, especially with the

Part D: Parental Engagement Activities

new Common Core State Standards. During the monthly parent workshops we will provide strategies on how to use technology, as well as home and community resources, to help their children at home. Parents will go to educational trips in order to incorporate reading with social studies and as a life-long skill where they will be able to visit a museum and experience a learning opportunity designed to make history come alive; in addition, to sail down the Hudson River to the Statue of Liberty, viewing such sights as Ellis Island, the immigration center, One World Trade Center, One World Financial Center. Metro cards will be provided to attending parents to encourage attendance. Translation and interpretation will be provided to parents through a bilingual teacher who will be in attendance and will facilitate these parent workshops.

Parent workshop topics include:

- | | |
|---|-------------|
| 1. What parents need to know about the Common Core Standards - ELA | November 20 |
| 2. What parents need to know about the Common Core Standards - Math | December 18 |
| 3. Logging into Engrade and how to use it after they join | January 21 |
| 4. Reading as a life-long skill | February 12 |
| 5. Understanding the new NYSESLAT exam | March 19 |

Part E: Budget

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

Allocation Amount: \$25352

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

Part E: Budget

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

Allocation Amount: \$25352

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	_____	_____