

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K018

School Name:

P.S. 018 EDWARD BUSH

Principal:

ALISON ALEXANDER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Edward Bush School For Leadership School Number (DBN): 14K018
PreK – 5
Grades Served:
School Address: 101 Maujer Street, Brooklyn NY 11206
Phone Number: 718-387-3241 Fax: 718-599-7744
School Contact Person: Alison J. Alexander Email Address: Aalexan4@schools.nyc.gov
Principal: Alison J. Alexander
UFT Chapter Leader: Maritza Aviles
Parents' Association President: Irma Mercado
SLT Chairperson: Alison J. Alexander
Title I Parent Representative (or Parent Advisory Council Chairperson): Ismael Gonzalez
Student Representative(s):

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street Street, Brooklyn NY 11206, Rm. 246
Superintendent's Email Address: AWinnic@schools.nyc.gov
Phone Number: 718-302-7600 Fax: 718-302-7978

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Rm. 501
Director's Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 718-225-5119

Fax: 718-3-935-4314

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Alison J. Alexander	*Principal or Designee	
Maritza Aviles	*UFT Chapter Leader or Designee	
Irma Mercado	*PA/PTA President or Designated Co-President	
Amantina Guzman	DC 37 Representative (staff), if applicable	
Ismael Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Catherine Lynn	Member/ Teacher	
Edwin Becerra	Member/ Teacher	
Vanessa Coto	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Decosta Grandison	Member/ Parent	
Cyndi Munez	Member/ Parent	
Theresa Ortiz	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 18 is located in Williamsburg Brooklyn in Community School District 14. The school serves 191 students from Pre K – 5th grade. The school's population is comprised of 85 % Hispanic, 14% Black, and 1% white with 23% of those students identified as English Language Learners (ELLs) and 26 % identified as Students With Disabilities (SWD). Because of the unique size of the school there is one class per grade, with the exception of pre-kindergarten and kindergarten. We have 11 classes, 4 of them are ICT and to further ensure that the needs of ALL our students are being met and to comply with the new special education reform, we completed the Core Checklist and opened two 12:1:1 bridge classes (K/1/2 and 3/4/5). This year we opened a Spanish Dual Language program in kindergarten and added a Spanish immersion component to our pre-kindergarten program. Doing this has allowed us to meet the needs of ALL our students. Our English as a New Language (ENL) program provides both push-in and pull out support for students. This model provides students with tools and scaffolds to acquire language that is connected to what is being taught in the classroom and provides the opportunity for individualized instruction when pulled out to further support language development. Last year Public School 18 implemented a series of programs to support social and emotional development. We implemented a Positive Behavior Intervention System (PBIS) to use positive reinforcement for appropriate behavior and Character Counts, a character development program. The school's mission statement "PS 18 is committed to continuing its tradition of excellence in educating children and supporting its staff and community. Given the proper conditions, all children are capable of learning. We believe collaboration with the community and families is vital for students to be successful. All students can realize their academic and social potential by providing them with a safe and orderly environment in which each child is respected and encouraged; as well as providing rigorous academic experiences where thinking skills are developed. We are committed to providing a learning environment that promotes language diversity and celebrates cultural differences to develop the linguistic and cultural college and career readiness skills needed to function in a global society. At PS 18, we provide experiences that serve as the stepping stones to good citizenship for tomorrow's leaders." centers on community, leadership and providing quality instruction that leads to college and career readiness. We strive to support the development of the whole child, not just academically but socially and emotionally. The Parent Advisory Board has coined the phrase "*At P.S. 18 it's not about us, it's about the kids*". This embodies the beliefs of our school community.

Public School 18 values community partnerships. We collaborative relationship with St. Nick's Alliance. They provide an after-school program for 75-100 of our students Monday through Friday. St. Nick's also chose P.S. 18 to pilot their NABE 3.0 program. Through NABE 3.0 we have a full time social worker who supports students and their families. St. Nick's provides housing, job training, and mental health services to our families. This partnership has allowed us to provide community school services without community school money. St. Nicks has also facilitated other partnerships for us. Last fall we connected with Case & White Law Firm who sponsored a beautification day at Public School 18. Associates and their families from Case & White Law Firm, along with Public School 18 families, painted two murals and completed a mosaic tile display for the lobby of the school. We have a relationship with City Year and they also painted a series of murals around the building. The school environment is inviting and conducive to learning. Each year Met Life donates schools supplies to our students and Pencil provides financial literacy workshops for our students in grades 3-5. HOSH Kids provides Hip Hop Yoga instruction to our students and Afro Latin Jazz provides music instruction where students take instruments home and learn to read music. Community partnerships are important to our school community.

Currently PS 18 has two major challenges, improving pedagogy and providing rigorous instruction. All teachers have been immersed in the Danielson Framework to improve their practice and they consistently receive actionable feedback. This year all curricula, from Pre-K-5th grade, are aligned to the Common Core Standards. Teachers are engaged in using formative assessments to adjust the curriculum and create curriculum maps that reflect the needs of the students. Last year there was improvement in collecting data and planning. However, these are still areas that need

further development and will continue to be a focus this school year. Professional development centered on Domains 1a. Content and Pedagogy, 3b. Questioning and Discussion, 3c. Engaging Students in Learning and 3d. Using Assessment in Instruction will continue this year.

14K018 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	192	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		86.7%	% Attendance Rate	90.5%
% Free Lunch		89.9%	% Reduced Lunch	4.1%
% Limited English Proficient		20.3%	% Students with Disabilities	17.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	13.7%
% Hispanic or Latino		84.3%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White		0.5%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.16	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	10.35
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.1%	Mathematics Performance at levels 3 & 4	27.4%
Science Performance at levels 3 & 4 (4th Grade)		88.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

1. Quality Review feedback for 1.1-Curriculum

“Curricula and academic tasks reflect planning to provide students access to curricula and tasks. However, rigorous habits and higher-order skills are inconsistently emphasized across classrooms for a diversity of learners.”

“To ensure alignment to the Common Core Learning Standards, the school’s curriculum for literacy incorporates Core Knowledge, Expeditionary Learning supplemented by Strategies for Writers, and Go Math. Yet, the school is still in the process of ensuring a rigorous curriculum that meets the needs of all students.”

2. Quality Review feedback 1.2 – Pedagogy (Area of focus)

“Across classrooms visited, teaching strategies and scaffolds inconsistently provided multiple entry points into the lesson and student discussions reflected uneven levels of student engagement.

3. Advance Data”.

Based on observation data, teachers need to continue improving in 1A- Demonstrating Knowledge of Content and Pedagogy, 3B-Questioning and Discussion, 3C-Engaging Students in Learning and 3D- Using Assessment in Learning.

4. On the 2015 state exams, 15% of the students scored level 3 or 4 in ELA and 20% of the students scored level 3 or 4 in Math. While the percentage of students who scored Level 3 or 4 was higher in math, students made more gains in ELA. The school has made strides in closing the achievement gap for SWD and ELLs however there needs to be a focus on closing the achievement gap for the lowest performing 3rd, especially in Math.

The School’s needs in this area are:

1. Professional development that is differentiated to address the individual needs of teachers.
2. Gain a better understanding of what rigor looks like and how to use Depth of Knowledge (DOK)
3. Gain a better understanding of how to address the needs of various subgroups .
4. Planning tasks that are rigorous

The School’s Strengths in this area are:

1. The school has developed a culture of learning among staff members

2. Teacher teams use a modified Tuning protocol to examine student work against rubrics to identify trends and progress towards achievement, identifying strengths and weaknesses, and plan next steps that involve adjustments to lessons. During this process teachers collaborate and share ideas to design mini-lessons which help improve their

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will work in teacher teams to customize the curriculum in order to ensure that questions promote critical thinking and tasks are cognitively engaging (rigorous) with scaffolds and entry points to support the needs of all students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A differentiated professional development plan will be created to address the needs of individual teachers. A variety of professional development activities will be planned. The activities include: Inter-visitations to other schools; intra-visitations to classrooms within our school; the implementation of Thinking Maps to increase rigor, support SWD and ELLs; and teacher teams will engage in collaborative inquiry around using Thinking Maps to improve student learning. Teachers will also engage in study groups (PLCs) around Danielson 3C Student Engagement. This plan will help us improve pedagogy which will positively impact student outcomes</p>	<p>All teachers and paraprofessionals</p>	<p>Sept. 2015 – June 2016 – Ongoing</p>	<p>Principal, outside consultants and Borough Support Center personnel.</p>

School-wide study groups for: 1. Using Depth of Knowledge to create rigorous tasks 2. Creating multiple entry points and scaffolds to support purposeful differentiation. 3. How to address the needs of ELLs & SWDs.	All teachers and paraprofessionals	November. 2015 – June. 2016. Ongoing	Principal, and instructional support from our teacher development coach
Teachers will receive differentiated professional development around Danielson components 3b, 3c, and 3d.	Selected staff who need further support in developing in these areas	Nov. 2015- June 2016.	Principal, consultants and instructional support from our teacher development coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development time on Monday afternoons and weekly grade meetings will be used to facilitate teacher team work, school-wide study groups and various differentiated professional development activities.
PS 18 will partner with PS 34 to conduct inter-visitations to support teacher development in Expeditionary Learning, Core Knowledge that supports critical thinking.
The schedule will support weekly grade meetings to support differentiated professional development that is grade specific.
Feedback from Advance observation cycles will be used to support various teachers in becoming Effective in Danielson components 3b, 3c, and 3d.
In Pre K-5 Thinking Maps will be implemented across the curriculum to support critical thinking for students.
In K-5 staff will engage in unpacking Go Math to build content knowledge, support development of the 8 mathematical practices and use the various components of the program to teach for depth.
Consultant Fees

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4x per year (November, February, April and June) The principal and teacher teams will use a protocol to examine tasks and student work to determine the level of rigor based on DOK and student progress. Collaborative learning

walks will be conducted to look for evidence of consistent use of scaffolds to support ELLs and SWD in all classrooms. A rubric will be used to assess where we are in the process of providing rigorous instruction.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

*The (2014-2015) QR rated PS 18 as Proficient in indicator 3.4, which speaks to school culture. : “High expectations are consistently communicated to the staff by using the Danielson Framework for Teaching. Leadership and staff successfully communicate expectations with families apprised of student progress leading to college and career readiness.”

* PS 18 has implemented a PBIS program to create a culture which reinforces positive behaviors and good habits.

*This year Character Counts have been introduced to students. Each month there is a focus on a different pillar of character. Once per week grades K-2 and 3-5 attend Character Counts assemblies facilitated by the guidance counselor. During this time, the six pillars of character (trustworthiness, respect, responsibility, fairness, caring and citizenship) are taught and reinforced.

*On the 2014-2015 School Environment Survey PS 18 received a rating of above average on 5 of the 6 categories (supportive environment, collaborative teachers, effective school leadership, trust and rigorous instruction). The school was rated average in strong family-community ties.

*The average student attendance is 92%. Thirty-four percent of the students are chronically absent.

The school’s needs in this area are:

☐ Improve student attendance.

Create an instructional program that is student centered to improve student outcomes.

☐ Consistency in expectations for behavior and learning habits for students.

☐ Teacher training in positive reinforcement and the use of language to communicate clear expectations

☐ Monitor systems for consistency.

The school’s strengths in this area are:

*The school is small and has created a caring and nurturing environment

*Character Counts and PBIS have been put in to place and have helped to improve relationships (peer to peer and teacher to student).

*The school communicates expectations for all members of the school community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will work in teacher teams to create a student centered environment by engaging in cycles of inquiry to analyze student work and improve student outcomes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. <p>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).</p> <p>Strategies to promote teacher-parent collaborations to improve student achievement.</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers in grades K-5 are implementing independent reading and guided reading daily to support student growth in reading level and comprehension</p>	<p>Teachers</p>	<p>Oct. 2015-June 2016</p> <p>Continuously throughout the year</p>	<p>Principal and teacher teams</p>
<p>Parent Coordinator will do a series of workshops for parents so they understand what a student centered environment is, why it’s important, what the school is doing to create a student centered environment and what they can do to support their child at home.</p>	<p>All parents/guardians</p>	<p>Nov. 2015-June 2016</p> <p>Continuously throughout the year.</p>	<p>Parent Coordinator, Principal and parent leaders</p>
<p>Staff will continue to receive professional development on meeting the needs of ELLs and SWDs through scaffolds and various entry points.</p>	<p>Teachers and paraprofessionals</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, consultants and Instructional support from the Borough Support Service Center.</p>
<p>Teachers will engage in collaborative inquiry around looking at student work to plan next steps for instruction.</p>	<p>Teacher teams</p>	<p>Nov. 2015 – June 2016</p>	<p>Principal and teacher teams</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- *Translated materials for parents
- *Consultant Fees
- *Refreshments for parent workshops purchase from parent coordinator supply line and PTA funds
- *Professional Development for teachers will take place during PD Monday’s and during weekly grade meetings

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Three times per year (December, March and June) the school as a staff will do a self-assessment to analyze the impact of our inquiry work on student achievement and survey parents about teacher collaboration to support their child's learning..

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

*The school received a rating of proficient on the 2014-2015 QR indicator 4.2 that addresses teacher teams and collaboration. “Teacher teams engage in professional collaborations by analyzing assessment data and student work. Distributed leadership structures allow teachers to have a voice in key decisions across the school.”

*While teachers collaborate, it can be difficult to organize because there is only 1 class per grade. However most classes are ICT so there are two teachers on a grade.

*Professional development sessions on Monday have been mostly whole group not providing sufficient time for teachers to collaborate or work together in PLCs that are interest based or differentiated.

*Teachers collaborate on their lunch, preps and after school to improve their classrooms and the school

School’s Priority Needs:

- Teachers in all grades need to engage in this work.
- School schedule needs to provide time, consistently each week, for teachers to engage in this work.
- Create a student centered culture where decisions are responsive to student performance.
- Provide differentiated professional development to address the specific needs of teachers and build capacity.

School’s Strengths:

- The work of teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting student learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers will work collaboratively in teacher teams to conduct inquiry work that will improve their practice, outcomes for students, and the school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The master schedule will reflect weekly grade meetings for teacher teams to collaborate</p>	<p>Teachers</p>	<p>Sept. – June Weekly throughout the school year</p>	<p>Principal, teacher teams and consultants</p>
<p>School-wide study groups for:</p> <ol style="list-style-type: none"> 1. Thinking Maps 2. Creating multiple entry points and scaffolds to support purposeful differentiation. 3. How to address the needs of ELLs & SWDs 	<p>All Staff</p>	<p>Sept 2015-June 2016</p>	<p>Principal, consultants and instructional support from Borough Support Service Center.</p>
<p>Use parent involvement time to collaborate with parents and facilitate workshops to support parents with helping their child at home.</p>	<p>Parents and teachers</p>	<p>Nov. 2015-June 2016</p>	<p>Teachers, Parent Coordinator, PTA and SLT.</p>
<p>Create teacher teams to plan school events to increase parent engagement</p>	<p>Teachers, parents and the community</p>	<p>Oct -2015 -May 2016</p>	<p>Teacher teams, SLT and PTA</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>*Master schedule will reflect weekly grade meetings to ensure that the time is blocked off.</p> <p>*Translated materials will be purchased to support parents with understanding the CCLS and how they can help their child at home.</p> <p>*Consultants from Thinking Maps and Generation Ready will be used to support teachers with the school-wide study groups.</p>

*Thinking Maps will be used to help ALL students including ELLs & SWDs develop critical thinking skills.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

4x per year (November, February, April and June) the SLT, PTA and teacher teams will meet to discuss if the school has met this goal. Parents will be surveyed to get their feedback on how well they feel teacher-parent collaboration is going and have an opportunity to provide suggestions for improvement.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

*The school received a rating of Proficient on the 2014-2015 QR indicator 3.4. Some of the feedback was the handbook clearly outlines staff expectations and identifies resources and supports that are available to them. Professional learning sessions are designed to support teachers in achieving the school-wide instructional focus to increase the level of rigor and student engagement. A bulletin published monthly delineates expectations grade by grade so that all faculty and parents are clear on what is expected in classroom instruction. Parents spoke about how the school is preparing students for college and careers by integrating reading and writing programs at a higher level.

* Quality Review feedback for 1.1-Curriculum

So while our current curriculum is aligned to the Common Core Standards (Expeditionary Learning, Core Knowledge, Strategies for Writers and Go Math) we are still in the process of customizing them to meet the needs of our student populations; ensuring that tasks provide significant cognitive challenge; and supporting the development of critical thinking skills.

*. Quality Review feedback 1.2 – Pedagogy

The use of grouping, scaffolds, entry points and questioning that promotes critical thinking are used inconsistently. These practices are visible in some classroom but not in all. The Quality Review cites this area as an area of focus.

* Advance Data

Based on observation data, teachers need to continue improving in 1A- Demonstrating Knowledge of Content and Pedagogy, 3B-Questioning and Discussion, 3C-Engaging Students in Learning and 3D- Using Assessment in Learning.

*Principal created a Teacher Leader Team to provide an opportunity for teachers to have a voice in instructional decisions, cultivate leadership and build capacity. However teacher meetings are not consistent.

*Principal provides very specific feedback to teachers during ADVANCE observations cycles. However, feedback needs to be more frequent.

*Principal has engaged teachers in the process of customizing the curriculum to better meet the needs of students. However professional development on strategies to address the needs of ELLs and SWD is needed.

*Principal has purchased Thinking Maps and Math Exemplars to deepen the level of rigor in the current curriculum

*Principal works with Early Childhood grades to strengthen their literacy instruction

*PBIS has been implemented but needs to be reinforced for both teachers and students.

*Guidance Counselor facilitates the PBIS program and oversees a student run school store.

*More opportunities for professional development for paraprofessionals are needed.

School's strengths in this area:

*School Leadership is responsive to the needs of teachers, students and parents

*School Leadership encourages collaboration (principal to staff, staff to staff).

*Partnership with St. Nick's Alliance to support social and emotional development for students and provide support for families outside of school.

*School is engaged in customizing curriculum and incorporating Thinking Maps and Math Exemplars to increase the level of rigor.

School's needs in this area:

*The school leader needs to develop consistency in systems and structures that are put in place to support and nurture teachers and students.

*The school leader needs to follow-up on expectations to ensure they are being implemented with fidelity and are implemented consistently.

*The school leader needs to conduct walk-throughs regularly to collect data (both qualitative and quantitative) to assess the impact initiatives have on student learning.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2015-2016 school year the principal will engage in monthly walk-throughs to assess the impact of school-wide programs on learning outcomes for students; pedagogy of teachers; and the consistency in implementation.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Each week administration will conduct a walk-through with a specific focus. Weekly Bulletins will continue to keep staff informed and relay expectations for both teachers and students.	Staff	September-June On-going throughout the year	Principal
Teachers will receive feedback from ADVANCE and receive professional development that is differentiated to specifically meet their needs.	Teachers	Oct. 2015-June 2016	Principal
SLT meetings will be held monthly to keep school community and stakeholders informed of school progress.	School Community	Sept. 2015 – June 2016	Principal
Administration will collect assessment data to assess student progress towards learning outcomes. Mastery Connect will be used to track data and progress.	Teachers and students	Oct -2015 -May 2016	Principal and teacher teams

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Mastery Connect will be used to track data and progress towards mastering CCLS. The yearly calendar will reflect meeting dates for the SLT, PTA and Teacher Leader Team. Walk-through Protocol for observing information and reporting observations with next steps.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Three times per year,(December February and May) teachers will receive a survey to provide feedback on the effectiveness of the walk-throughs and how it has impacted their growth and the growth of the students.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

*On the 2013-2014 School Environment Survey PS 18’s scores for all three categories (Instructional Core~96%, Systems for Improvement~92%, School Culture~95%) were above the City’s average.

*2014-2015 QR indicator 3.4 was rated proficient. Feedback from that indicator was “parents are continuously kept informed of their children’s progress through reports, emails to and from teachers and opportunities to sit in on classes. Workshops on the Common Core, newsletters with tips, are still other ways families are kept informed. “

*The school has a partnership with a CBO (St. Nick’s Alliance). They provide an after-school and summer program for students; a social worker who works with students and families; and provides mental health services to students and families. St. Nick’s support parents with job searching, financial literacy and housing issues.

*Character Counts has been implemented and infused into the school’s PBIS program to support character development.

*The school has created a parent advisory board and they meet with the parent coordinator once per month to discuss parent issues and plan Family Fun Night activities.

School’s strengths in this area:

*The school has a welcoming environment and parents feel comfortable interacting with school personnel and participating in activities.

*The school plans activities and encourages parents to participate to increase parent involvement.

*ENL push-in teacher supports cultural education for students and families.

School’s needs in this area:

*The school needs to plan activities, on a consistent basis that invites parents into the classroom so they can participate in the education process.

*The school needs to move beyond making phone calls during the parent involvement time.

*The school needs to delve deeper into celebrating our cultural differences and similarities.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year there will be a 50% increase in the number of parent involvement activities that invite parents to participate in the education process and share their culture.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Each class will plan end of unit celebrations with a culminating activity and parents will be invited to participate.	Parents and families	Sept. -June	Principal, teachers, parent coordinator
Parents and their child will be invited to go on trips to various cultural exhibits around the city.	Parents and families	Nov.-June	Parent Coordinator and PTA
The school calendar will reflect school-wide celebrations around various cultural holidays.	Entire School Community	Oct. – June.	Parent Coordinator, PTA, Teacher Teams

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

*Admission to cultural exhibits.

*Instructional resources on various cultural celebrations.

Part 4b. 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 SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
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	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will keep all records of parent involvement activities with sign in sheets. Twice per year administration will compare the number of parent involvement activities conducted to date with the number of activities conducted by the same time in the previous year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	K-2 – reading levels and writing levels. 3-5-reading levels and comprehension level Moby Max diagnostic assessment (AIS program)	K-2-Fountis and Pinnell intervention program 3-5 – Guided reading short text collection Close reading Vocabulary development	Small group and one to one	During the school day. Saturday program
Mathematics	Diagnostic and formative assessments from Go Math Moby Max diagnostic assessment (AIS program)	Intense hands on instruction using the 8 mathematical processes Use of manipulatives Math drills Moby Max AIS program	Small group One to one	During the school day. Saturday program
Science	Formative Assessments Moby Max diagnostic assessment (AIS program) Reading and comprehension levels	Guided reading Close reading Vocabulary scaffolding Hands on activities Thinking Maps Moby Max AIS program	Small group One to one	During the school day.
Social Studies	Formative Assessments	Guided reading Close reading	Small group One to one	During the school day.

	Moby Max diagnostic assessment (AIS program) Reading and comprehension levels	Vocabulary scaffolding hands on activities Thinking Maps Moby Max AIS		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who exhibit behavior problem that affect their academic performance. Behavior plans have been put in place but are not effective.	At risk counseling, parnt collaboration and referral to outside agencies	Small group and one-to-one.	During the school day. After school (NABE 3.0 service.)

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
Professional development PLCs around Danielson components 1A, 3B, 3C and 3D will be ongoing throughout the year. *Consultants from Thinking Maps and Generation Ready provide professional development to support teacher development. *Rigorous interview process where teachers will have to teach a demo lesson and create an instructional plan for a student scenario. *Teachers should have experience with teaching our curriculum, and modifying curriculum to meet the needs of students.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development PLCs around Danielson components 1A, 3B, 3C and 3D will be ongoing throughout the year. *Consultants from Thinking Maps and Generation Ready will provide ongoing professional development for staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

- *Preschool curriculum is aligned with the Core knowledge Curriculum that is used in Kindergarten.
- *Bridging students where they spend time with next year’s teachers in their new Kindergarten room.
- *Parent workshops on what to expect in Kindergarten and what they can do at home to prepare their child for Kindergarten.

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.

Creation of the Teacher Leader Team. A group of teachers who are representative of the school staff meet with the principal to discuss the schools needs and make decisions about assessments. They make decisions about what assessments will be administered, when and how to track it.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	146,974.00	x	Section 5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	81,442.00	x	Sections 5A, 5B, 5C
Title III, Part A	Federal	11,200.00	X	Sections 5A, 5B, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,175,841.00	X	Sections 5A, 5C, 5D

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.

- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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. **P.S. 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. P.S. 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 disabilities. 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 (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;

- 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, School Quality 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P. S. 18, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- Demonstrate the Six Pillars of Character (Trustworthiness, responsibility, fairness, caring citizenship and respect),
- follow all PBIS guidelines

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: <u>Edward Bush P.S. 18</u>	DBN: <u>14K018</u>
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>41</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Students in grades 2-5 will receive direct instruction in ELA, Math and NYSESLAT test prep. Students will also receive enrichment through the arts provided by Jamaica Center for the Arts. The program will run for 8 weeks on Saturdays for 3 hours (9-12). They will receive 35 min. of instruction for each subject (with a 10 min. break in-between) and a 45-minute enrichment block. Students will be grouped by language proficiency levels. Students in grades K-1 will receive an afterschool enrichment program centered around literacy. They will be exposed to different genre types and will participate in readers theater.

Rationale:

The program aims to provide additional support for students to reach proficiency and make gains on State exams and provide additional language instruction to help students pass the NYSESLAT. Students will be grouped by language proficiency levels in order to meet the specific language needs of students. Enrichment will be offered to provide additional language support through the arts. Research shows that through the arts academics will be improved. Enrichment will also provide social and emotional support to help students feel more comfortable in a school setting. This program will be done on Saturdays to provide a specified block of time dedicated to support the needs of English Language Learners. For grades K-1 readers' theatre will provide opportunities for students to develop language-learning skills.

Subgroups:

Of the total 41 ELLs, 13 are at the advance level, 17 are at the intermediate level, and 11 are in the beginner level. Three students are new immigrants and 2 students are new immigrants and SIFE.

Schedule and duration of Afterschool:

The Saturday Academy will begin in mid January and conclude in mid spring. It will run for duration of 8 weeks for 3 hours each session (9-12). The afterschool program will begin in Mid spring and conclude in mid June. It will run for duration of 5 weeks on Friday afternoon from 2:20 - 3:25.

Language of Instruction:

English will be the main language of instruction. Occasionally, materials such as chants, rhymes, poetry and excerpts will be provided from authentic literature in the children's native language (Spanish).

Teachers:

PS 18 has one New York State certified ESL teacher who will consult with all parties involved in designing and implementing the programs. All teachers providing services are certified.

Types of materials:

The materials for after school enrichment programs will be aligned with the Common Core Learning Standards. Leveled readers' theater materials will be purchased. Test preparation materials for the Saturday Academy will be purchased. We will also be using social studies themed materials on the subjects of the immigration experience and voters rights. These materials have been provided by LaGuardia Community College (CUNY). Other supplemental materials will be ordered as needed (notebooks, pens, pencil, crayons, paper, visuals etc.).

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: All teachers and paraprofessionals, will attend professional development once a month, on a Tuesday from 2:20 pm – 3:10 pm at no cost to Title III. Professional Development is differentiated to meet the needs of every teacher there by making sure all teachers follow best practices in order to meet the needs of our ELL population. Additionally, teachers are encouraged to sign up for professional development on-line courses through Cite as well as the CFN Network (612).

We will provide our teachers with PDs specifically targeted to share strategies that help ELLs on related topics during our after school in-house professional development sessions once a month. The topics we plan to cover during the PD sessions include the following:

- Differentiation of Instruction
- The Five ICT Models
- Feedback to students
- Strategies that work well with ELL's and Students with Disabilities.
- How to plan lessons with different learning styles in mind.
- Analyzing data to move instruction (we will use our new RTI program to follow students' progress

Strategies to scaffold instruction for language acquisition
About 25 percent of our students are ELLs and former ELLs. Every class from kindergarten through 5th grade has ELLs. All teachers and educational assistants, undergo training in meeting the needs of various subgroups of ELLs.

The Assistant Principal and the ESL teacher will work closely to tier lesson to meet every student. The Assistant Principal will provide professional development to the ESL teacher and other teachers to provide best practices for every student in our learning community.

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: Every Tuesday, the school staff spends about 80 minutes after school on activities to strengthen school-home connection. The Parent Coordinator Ms. Blanca Ramirez works closely with parents to communicate activities that will occur throughout the school year. The Parent Coordinator will hold workshops to support parents in understanding the curriculum, lowering test anxiety, and how to work with your child at home. In addition the Parent Coordinator has held workshops with parents to strengthen our relationships with parents for a successful school year. Our Family Fun Night was very successful and we plan to have one every month. The Bring Dad to school for breakfast had an incredible turnout. The fathers enjoyed the workshops that were provided and volunteered to support the school by sharing their skills and talents.

Our ELL teacher will provide several workshops to parents this year 2014-2015 tentatively once a month starting in December, after school. They will include the following:

Part D: Parental Engagement Activities

- Introduction to NYSESLAT
- The importance of reading to your child
- Become aware of what is College and Career readiness
- What is the progress report

All communication sent home including information about after school programs for students and parents are translated into home language (Spanish). About 85 percent of our students come from Spanish-speaking homes. The parent coordinator is always available to provide on the spot simultaneous translations for parent meetings. Representatives of CBOs (at no cost to Title III) who hold meetings with parents provide information in English as well as Spanish.

Surveys are distributed to parents to invite their comments, feedback and ideas on ways to strengthen school-home connection. The feedback from parents is taken into consideration while planning topics to be covered during workshops for parents.

Currently our school has a newsletter that informs parents about up - coming activities and curriculum information.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 018
School Name Edward Bush School for Leadership		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Alison Alexander	Assistant Principal
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Avinash Pancholi	School Counselor Romi Gaffner
Teacher/Subject Area Samantha Peralta	Parent Irma Mercado
Teacher/Subject Area Lisa Marchello	Parent Coordinator Blanca Ramirez
Related-Service Provider Carrie Bram	Borough Field Support Center Staff Member Cynthia Felix
Superintendent Alicja Winnicki	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	169	Total number of ELLs	35	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	1													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	10
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	32	5	9	3		1	1	1		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

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																
SELECT ONE	3	23																	0	0
Arabic	1																		0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>9</u>	Number of students who speak three or more languages: <u>0</u>

Freestanding English as a New 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	3	6	7	7	5	4								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1				2									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	3	1	1	2	1								0
Emerging (Low Intermediate)	2	2	1	1	2	1								0
Transitioning (High Intermediate)	0	0	1	2	3	0								0
Expanding (Advanced)	1	1	4	4	1	3								0
Commanding (Proficient)	0	1	0	0	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1			1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	0			0
4	2	1			0
5	6	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6								0
4	3	1							0
5	6		1						0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The assessment tool used to assess the early literacy skills of our ELLs are the Fountas and Pinnell and our Dual Language class uses Estrellita.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
When looking at the NYSITELL, most children who have had schooling before Prek-K generally test out and do not need ENL services. Prospective ELLs who enter the NYC School system for the first time usually do not pass this test and need ENL services. The NYSESLAT data reveals that students in grades K-2 generally remain at entering and emerging level. ELLs in grades 3-5 make substantial gains, move to transitioning and expanding levels and some of them reach the commanding level and test out. However, SIFE students and new immigrants generally make little gains in their first 2-3 years in the system. After that they make good progress and move to higher proficiency levels. The majority of our ELLs do well on the speaking sub set of the NYSESLAT. However, new immigrants and SIFE lag behind on this sub set. All ELLs, regardless of their sub group, struggle to make significant gains in the reading and writing subsets.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: The AMAO tool revealed that of the 28 ELLs who took the NYSESLAT, only 2 of them reached proficiency and tested out of ENL. Only 2 of the 28 students tested scored level 1 or 2 on last year's state math exam with a growth percentile of 25 or less. For the ELA state exams, only 1 student scored at level 1 or 2 with a growth percentile of 25 or less. While ELLs are not reaching proficiency on the NYSESLAT (testing out of ENL) or meeting proficiency on the state exams (score of level 3 or 4 in ELA and/or Math) only 3 of them have a growth percentile of 25% or less. The other 25 ELL students have a growth percentile of 26% or higher. So the majority of the ELLs at PS 18 are making progress however they are not meeting proficiency on state exams or testing out of ENL.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Over the years students who are administered content area exams in their home language fared better. This includes students identified as SIFE and new immigrants.
 - b. Teachers have used periodic assessment to identify students' strengths and weaknesses. This information helps teachers plan differentiated lessons that cover the Ell's individual stage. This supports the students by meeting their needs and helping them feel successful at any stage of their language development. Administrators use the data to engage teachers in professional development as well as purchasing language development materials and programming.
 - c. The administrators are also creating inquiry teams to analyze student work and scaffolds to meet the needs of each individual student.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Currently in grades K-5, the school is using an intervention curriculum by Fountas and Pinnell that provides intense literacy instruction in small group. Teachers in grades K-5 also do independent reading with guided reading. Assessment data is used to determine the type of support ELLs receive within these two programs.
6. How do you make sure that a student's new language development is considered in instructional decisions? All lesson plans and curriculum maps have scaffolds and modifications to address the needs of ELLs. The school has implemented Thinking Maps, which is used as a scaffold to support language and content development. This is a new program we implemented this school year to support ELL instruction. Where appropriate, teachers use cognates to show the relationship between the home and second language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 - a. At the start of the school year, the English proficient students are administered a basic Spanish exam to determine their command of the language. Also, students are assessed using Estrellita and Spanish guided reading curriculum from Fountas and Pinnell.
 - b. The language proficiency of the English proficient students is emerging. At this time in kindergarten Spanish dual language, the students are focusing on acquiring oral language. This is our first year (2015-2016) of dual language implementation.
 - c. This school year was our first year of implementing dual language. We do not have any dual language students taking state exams.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). This past year 2014- 2015 our students made substantial gains, in all the subsets of the NYSESLAT. This was attributed to professional development that was aligned to the Common Core Standards, tailored professional development to meet the needs of all teachers of ELLs. We purchased new materials that were aligned to the curriculum in our school. In addition we developed rigorous lesson plans to support ELLs and SWDs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
 Paste response to question here: All parents registering their children in P.S. 18 are administered the Home Language Information Survey (HLIS) in their native language within 10 days. The survey is part of the registration process. The certified ENL teacher administers the survey. The ENL teacher, Mr. Pancholi, uses the interpretation services of trained pedagogues who speak Spanish fluently or the Translation and Interpretation Unit, when necessary. The ENL teacher conducts an interview with the family to discuss their home language. Home Language Identification Survey Oral Interview Questions for Incoming Kindergarteners form is used to conduct the interview. He also assesses the child to determine eligibility for English language support services. He reviews the parent's responses on the HLIS to determine whether the student is eligible for testing.

All newly admitted students whose HLIS indicate a home language other than English are administered NYSITELL within five days of enrollment. All Spanish-speaking new entrants who score at or below the cut scores on the NYSITELL are administered Spanish LAB with the help of a teacher who knows Spanish to determine language dominance.

The ENL teacher promptly scans the NYSITELL tests and issues entitlement letters to parents of those eligible for ENL services. Those who tested out, are issued non-entitlement letters. For students who have not obtained a passing grade on the NYSITELL, the ENL teacher evaluates the students and determine eligibility for ELL services per level of language proficiency.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: New admits (especially new immigrants) in grades 3 through 5 are administered SIFE questionnaire within 30 days of enrolment to decide SIFE status. Generally, these students score at the beginner/entering or low Intermediate/emerging level of proficiency on the NYSITELL. Any student work (including work in his/her native language) along with the responses to the questionnaire are reviewed. If the student meets the criteria, then SIFE status information is entered in the ATS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: In order to identify newly enrolled students with IEPs, a Language Proficiency Team (LPT) will be formed to review evidence of the student's English language development. The team will consist of principal, the ENL teacher, the director of special education, the district administrator and the student's parent or guardian. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. This process is completed within 20 days of the student's admission.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The timeline for this process is also within 10 days of deciding if the child needs to take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: After the administration of NYSITELL to eligible students, it is the responsibility of the ENL teacher to send home an entitlement or non-entitlement letter, in the native language of the parents, within ten school days. The ENL teacher makes every attempt to personally hand deliver the letter to each of the parents of new ELLs during dismissal time or when they come to drop off their children.

The ENL teacher contacts parents to ensure all entitlement letters are received by the parents. He also makes sure that the Parent Surveys and Program choice Selection forms are properly completed after the parents have watched the DOE video and they have understood the programs.

The parent survey and program selection forms that are filled in are filed in the cumulative folders of individual ELLs. Copies are filed in ENL binders and stored in a secured location.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here: It is the responsibility of the ENL teacher, Mr. Pancholi, to inform parents that they have a right to appeal the ELL status of their child within 45 days of enrollment. If a parent wants to appeal the ELL status of their child, then the school initiates the process of re-identification of ELL status. Upon receipt of a written request by a parent, the school will follow the steps for re-identification such as review of the student's work in English and in the home language within the time frame and guidelines specified under the ELL Policy and Reference Guide. All letters pertaining to CR Part 154 is filed by student name and kept in a binder. That binder is kept in the principals office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: When students are admitted, parents are interviewed while completing the Home Language Survey. This is part of the admission process. If the home language is other than English then the ENL teacher interviews the child and administers the NYSITELL. If the child does not pass the NYSITELL then the ENL teacher sends home an entitlement letter inviting parents to an orientation explaining the 3 program choices for ELLs. After parents view the video they choose the program they feel best meets the needs of their child. After that the child is placed in free standing ENL or dual language for Kindergarten. Regardless of whether the preferred model is currently offered in the school, parents will be provided information on all three program models in their native language. Questions, if any, will be answered/translated in their home language to ensure that they make an informed decision about the choice of the program for ELLs. If the parent survey is not completed or returned to the school, they receive notice that by default, their child will be placed in a bilingual program. However, we do not have a bilingual program at P.S. 18 so

parents are informed that the student will be placed in a free standing ENL program and that they may choose to transfer their child to a school that has a bilingual program. This entire process takes place within 10 days of the student being admitted. It is the responsibility of the certified ENL teacher, Mr. Pancholi, to complete this process.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: The certified ENL teacher, Mr. Pancholi, makes every attempt to contact and if possible, personally meet with the parents of each new ELL and explain to them the need to return the surveys and program selection forms in a timely manner. They are invited to the parent orientation and encouraged to attend it in the best interest of their child.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: The certified ENL teacher, Mr. Pancholi, makes every effort to contact in person parents of ELLs who have not returned parent survey and program selection forms. He makes phone calls to follow up with them and maintains a log about attempts to contact parents. If a parent is not able to attend the orientation for parents of new ELLs, the session is rescheduled and a special session is held to explain the programs.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: Soon after the orientation for parents of new ELLs, the certified ENL teacher, Mr. Pancholi, writes placement letters in English and the home language of the parents of new ELLs, per the choice of program made by parents. The ENL teacher explains the child's eligibility for ELL (freestanding ENL or Dual Language) services to the parents present while giving the letters. For parents who are not present, the ENL teacher sets aside time to see them later. The letters are sent home with the child and the parents are contacted through phone to come to school, to confer with the ENL teacher, if possible.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: All Critical ELL documents including the following: Dated and signed copies of each student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non-entitlement letter, Language Proficiency Team NYSITELL Determination Form, etc. are copied and filed in a central location for the ease of inspection (principal's office). The original documents are filed in the cumulative folder of the ELL concerned. Copies of HLIS are filed in the main office for inspection. The ENL teacher also files copies of all documents in a CR Part 154 binder.

11. 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.

Paste response to question here: The NYSESLAT is administered to all ELLs in the building per the ATS generated list as of April each year. The testing coordinator, principal, ENL teacher plan for testing well in advance to ensure that all students are tested under appropriate testing conditions. The testing schedule including all four testing modalities i.e. speaking, and three sessions including listening, reading and writing subparts of the test, are carefully designed to ensure students are administered all sections of the test. Parents are sent letters informing them of test dates in English and their native language, accompanied by a brochure describing the test. The ENL teacher makes sure each of the ELLs knows the schedule.

Over the past ten years, each and every ELL at PS 18 have been administered all four modalities of the NYSESLAT test. The ENL teacher, working in close consultation with parent coordinator and the classroom teachers, makes sure that ELLs come to school on time and have had a good nights sleep on the testing days. Those who were absent are promptly administered the remaining parts of the test in the make up period during the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: Notifications of continued entitlement and transitional support parent notification are sent to parents in English and native languages. Parents are invited to meet with the ENL teacher if they have any questions.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: For the past several years, almost all parents of new ELLs at PS 18 have chosen freestanding ESL as their program of choice. This is because PS 18 is a small school and most parents like the personal attention their child receives at our school. On an ongoing basis, the ENL teacher consults with the principal regarding parent choice for ENL programs. This allows the principal to plan accordingly to ensure we offer programs that will meet the needs of our ENL community.

While parents choose freestanding ENL, there has been an interest in dual language. In the 2015-2016 school-year, we started a Spanish dual language program for Kindergarten students. The dual language program will provide an opportunity for students to become literate in both Spanish and English. We plan to continue the dual language program to support our ELLs and other students as they move up from kindergarten through 5th grade.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Paste response to questions here: 1a. The freestanding ENL program model that is used at PS 18 is a combination of push-in and pull out. The push-in model provides side-by-side support for students in their classroom, and the pull-out model provides additional time-on-tasks to provide them with specific language skills and develop their academic language. The ENL teacher pushes-into the classes where the ELLs are grouped heterogeneously. In the pull-out model the ELLs are grouped by their grade level, proficiency, age and needs. The ENL teacher regularly holds conferences with students and other teachers and service providers of ELLs including the speech therapist to ensure consistency and to discuss a variety of ways to help ELLs develop language.

To further support the students, we utilize a hands-on approach in math and science. The classroom and ENL teacher apply ENL methodology and appropriate strategies to enhance second language acquisition. A variety of scaffolding strategies are used to help students comprehend the content area subjects and boost their understanding of academic language. These include modeling, contextualization, graphic organizers, thinking maps, total physical response and role playing to increase language and literacy development. All students have journals for reading, writing, science, math and all areas are scaffolded from the point of students' needs.

- b. TBE program. *If applicable.*

Paste response to questions here: N/A

- c. DL program. *If applicable.*

Paste response to questions here: The Spanish Dual Language program will provide instruction in all content areas in both Spanish and English. At Ps 18 the Kindergarten Dual Language program is a side by side model. We strive to achieve a 50/50 ratio between EP and ELLs. There are two kindergarten classes and there are EP and ELLs in both classes. In the morning, one class receives English instruction while the other class receives Spanish instruction (Periods 1-3). Period 4 students go to lunch. After lunch the classes switch and receive instruction in the other language (periods 5, 6 and 7). The class that received English instruction in the morning will receive Spanish instruction in the afternoon. The class that received Spanish instruction in the morning will receive English instruction in the afternoon. This structure changes weekly. So the class that had English instruction in the morning one week will receive English instruction in the afternoon the next week. This ensures a 50/50 split in language instruction. Literacy instruction is simultaneous in both languages. Students are learning phonics, reading, writing, math, science, and social studies. During the preparation period, both classes come together to receive instruction in Physical Education, Technology, Science and Art in English. ELL students are assessed using Fountas and Pinnell running records and Estreilita. The level of Spanish language proficiency for the EP students is emerging. Students are developing oral language.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: Ell programing is very strategic to ensure that students receive the minimum minutes of ENL support required by Part 154. Students needing the most instructional minutes are programed first with a combination of push in and pull out services. Students are grouped by language proficiency and/or grade level. On the ENL teacher's schedule, it reflects the number of minutes for students so time can be tracked easily.

3. Describe how core content is delivered in each program model. 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.

Paste response here: All the ELLs in the freestanding ENL program receive content area instruction in English using ENL methodology. In content areas, the students use a hands on approach and are supported through leveled materials, technology, multimedia and audio sensory materials.

A variety of learning strategies are applied to differentiate instruction for ELL subgroups. The approaches include multiple intelligences, Cognitive Academic Language Learning Approach (CALLA) for the upper grades, cooperative learning, role playing, process writing, buddy reading and writing. Both ENL and Academic Intervention Services are provided to all ELLs. New programs and improvements that are being considered for this year include: additional test prep material for NYSESLAT and other New York State Assessments and monthly professional development sessions with teachers on strategies to support ELLs . Our ELLs participate in the same activities as other students: Multicultural activities, academic programs and enrichment programs during and after school, have opportunities to go on all trips and participate in monthly cultural presentations.

When pushing-in, the ENL teacher applies a variety of learning strategies to help ELLs comprehend the content of the lesson. The content is modified to help foster language development, promote understanding and the application of skills learned to meet the demands of the Common Core Learning Standards.

To further support the students, we utilize a hands-on approach in math and science. The classroom and ENL teacher apply ENL methodology and appropriate strategies to enhance second language acquisition. A variety of scaffolding strategies are used to help students comprehend content and boost their understanding of academic language. In the freestanding ENL, core content materials used are Language Power which is a literacy program that is science and social studies based. In the DL program the language for core content instruction is both English and Spanish. Materials in both languages are used to teach core content. For native language support we provide bilingual dictionaries, glossaries and other instructional materials. All curriculum materials used are aligned with the CCLS. The native language materials support students with accessing the content and the curriculum.

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

Paste response to question here: In DL students are assessed in both languages throughout the year to measure their Spanish language acquisition. Assessment in both languages is embedded in the program. In the ENL program students are offered the choice to take content area exams in their home language.

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

Paste response to question here: Student progress in the four modalities are assessed through teacher observations and review of student work samples. The Language Power curriculum also has assessments that evaluate students performance in the four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here:

a. Almost all SIFE ELLs at PS 18 are new immigrants. These students are pulled out in small groups to the ENL classroom to provide basic language skills in the beginning of the school year. Bilingual glossaries are used to help them understand academic language in content areas, especially math and science. Other materials used include: books and language development materials explaining step by step process for understanding problems both in English and home language, bilingual picture dictionaries, flash cards, hands on manipulatives such as; finger puppets for oral language practice.

b. All the ELLs in kindergarten to second grade at PS 18 are newcomers. We also have a number of students in grades 3 through 5 who fall in this category. These students need a lot of help in understanding basic English and conventions of the language. The language development material used for them is grade and age appropriate. During the beginning part of the school year the ENL teacher pushes into classes to help them get early childhood students acclimated to school rules and culture of school and learning. The ENL teacher carries with him the material to the classroom that will help them better understand what they are learning. As the year progresses, these ELLs are pulled out to receive small group instruction. Language Power instructional materials are used to help these students reinforce what they have learned in various content areas such as science and math. The program has unit assessments that are aligned with all four modalities of language i.e. listening, speaking, reading and writing.

The ENL teacher pushes in during content area and ELA periods in upper grades to support newcomers with understanding academic language in the context of the topic being taught. Those who need additional help are pulled out for small group instruction to reinforce what was taught in the class and also for application of new vocabulary words and syntax that they are required to know at their grade level.

During small group instruction manipulatives are used for hands on activities to help students acquire the language and the content. Thinking Maps is an additional tool used to support newcomers with brainstorming ideas and representing their thinking. Visuals can be used with the Maps to communicate their ideas as well.

c. We have a few ELLs who have been receiving ENL services for over four years. Various scaffolding strategies such as

sentence starters, prompts, verbalizing responses before writing and small group work are used to assist them in acquiring language and learning content. The Language Power Curriculum is also used to support language acquisition and learning content. Thinking Maps are used to help developing ELLs learn vocabulary and they serve as a visual scaffold for supporting comprehension.

d. We do not have any ELLs in this category so far this school year. Over the years, we have used intensive small group instructional delivery model to provide service to these ELLs. These students benefit from specific skills development such as writing mechanics, revising and editing their drafts, understanding questions and problems in math and science through step-by-step process. The focus of the lessons for these ELLs is on reading comprehension, writing and group discussions to further develop oral language.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Paste response to questions here: During the re-identification process, students continue to receive AIS and benefit from small group instruction and all of the supports and scaffolds teachers provide during classroom instruction. Students also benefit from support from the ENL teacher when he pushes into the classroom to support learning for ELLs. Students are invited to attend all afterschool and Saturday enrichment programs.

8. 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?

Paste response to question here: About twenty-three percent of our ELLs are SWDs. They need additional help in understanding key concepts and basic conventions of language. Manipulatives and materials such as flash cards, word games and visuals are used for language development. Native language materials such as bilingual dictionaries and glossaries are also used to support language development. The curricula used in both Math and ELA (Go Math K-5, Core Knowledge K-2 and Expeditionary Learning 3-5) provide scaffolds for ELLs and recommendations for RTI instruction to support learning of content and provide access to information. Paraprofessionals provide one to one support and students benefit from working in small groups with their peers. The ENL teacher pushes in to support learning in small groups. Students in grades K-5 also receive intervention using the Fountas and Pinnell Intervention System. Every classroom has at least 2 computers students can use to access programs that support reading and math. In the primary grades (K-2) teachers also have I-pads for students to use. This ensures that teachers have the resources to differentiate instruction to meet the needs of the students. The IEP teacher ensures that all students with IEPs receive their mandated services. If the mandated service is ENL, the IEP teacher coordinates with the ENL teacher to ensure that the services are being provided. This is reflected in the ENL teacher's schedule.

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

Paste response to question here: ELL-SWDs are in heterogeneous classrooms and heterogeneous groups for pull out to the ENL class. This ensures that they have opportunities to work with their peers in the least restrictive environment. The special education teacher and the ENL teacher work with students in small group to provide support with IEP goals as well as provide scaffolds for students to learn the content. Curricula are modified based on data and students' goals to ensure the language needs of students are met. When needed, students have modified schedules where they receive breaks as prescribed by their IEP to accommodate their attention span. Teachers plan with students' IEP goals in mind to provide modifications and accommodations to support learning in the least restrictive environment. Teachers have supported students in articulating their goals for each content area.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

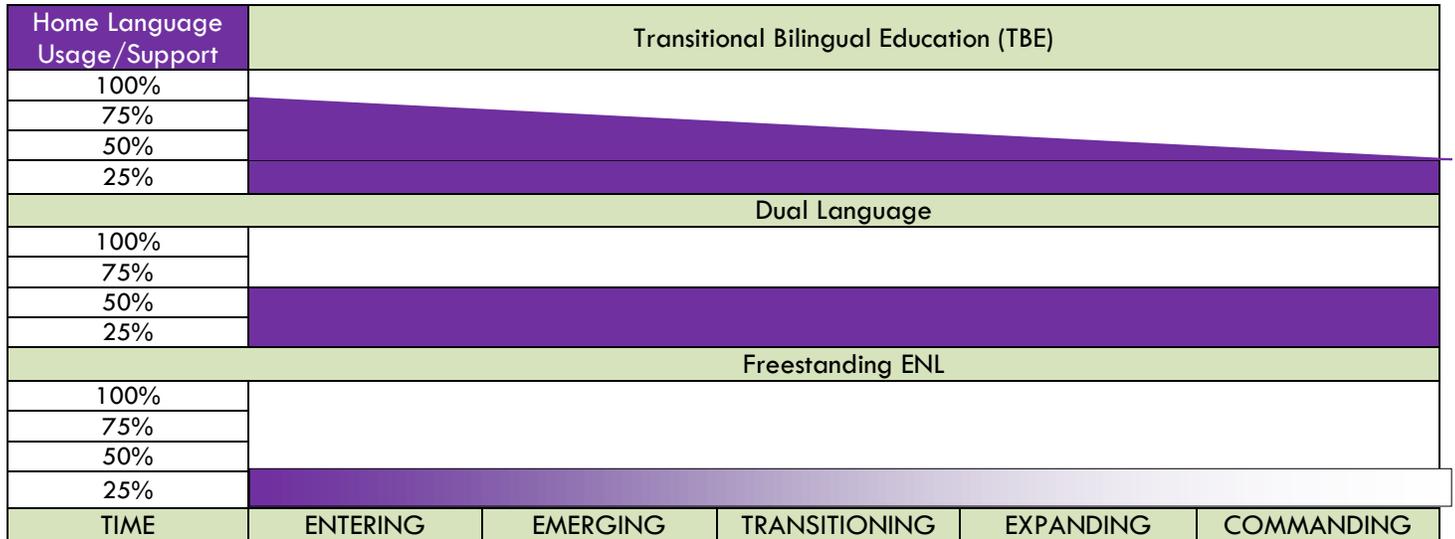


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Paste response to question here: Intervention for ELLs in all subjects involve small group instruction where teachers and paraprofessionals use scaffolds and strategies to help students learn content and acquire language. Beginner students also benefit from being pulled out to the ENL classroom for reinforcement in content area instruction and language development. ELLs also receive intervention during ENL afterschool program and our Saturday program that provides support with vocabulary acquisition test taking strategies. All subgroups are invited to attend these programs however the materials used may differ. For example, beginning ELLs will benefit from materials specifically designed to build language skills in all modalities and learn content. ELLs in other subgroups may be engaged with materials used by all students with specific scaffolds to support them.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Paste response to question here: The instructional support to our ELLs is differentiated to meet their specific needs. Our data shows that our program design has been very effective. All ELLs including SWDs are making gains by moving up levels on the NYSESLAT exam last year (2014-2015). Necessary changes are made to help ELLs meet the content and language demands as per the Common Core Standards. The ELLs and SWDs face a new challenge as the new tests expect all students not only to be able to understand, but also apply vocabulary words while answering the questions. Working in small groups, the ELLs from grades 3 through 5 practice writing meaningful sentences with some of discipline specific vocabulary words from various content areas. Thinking Maps is a new initiative introduced this year that has been proven to be an effective scaffold to support learning for all students including ELLs and SWDs. All teachers understand they are responsible for planning supports that meet the needs of ELLs. Every teacher in the school building has a list of ELLs in the classes with the stages of language proficiency and ELL objectives.
12. What new programs or improvements will be considered for the upcoming school year? Paste response to question here: For the upcoming school year (2015-2016) we will be improving our support for ELLs by implementing Thinking Maps, Expeditionary Learning in grade 3-5, introducing guided reading small group work in grades K-5 and an afterschool enrichment program specifically designed to support ELLs with Listening and Speaking. There will also be a Saturday program designed to support reading and writing. ELL programs and instruction will be very specific with measurable outcomes. These improvements were considered because they provide support for content and language instruction for ELLs that is targeted on specific outcomes.
13. What programs/services for ELLs will be discontinued and why? Paste response to question here: At this time the Lexia program has been discontinued due to budgetary constraints. However, the programs in place have proven to be working based on the gains of last year's NYSESLAT scores.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Paste response to question here: All ELLs are afforded equal access to all curricular and extracurricular programs. ELLs are invited to participate and encouraged to perform at academic and enrichment activities during and after school. All students, including ELLs overwhelmingly sign up for a wide variety of activities where they get opportunities to learn, share and acquire new skills, explore their talents and hone their skills in various areas. ENL students join all the educational trips and are among active members in various activities such as St. Nick's Allisance program, Hip Hop Yoga and the instrumental music instruction program at PS 18. Some of the programs are especially designed to meet the needs of ELLs and former ELLs. For example, the enrichment program, "during after school uses drama to improve listening and speaking skills through role playing and student participation by multiple entry points of learning. Toward the end of the year, students write and act out skits on topics such as bullying and challenges they and their families face as English Language learners. The Saturday program designed to provide AIS services and test prep is also available to ELLs. Teachers use small group instruction with scaffolds and strategies to build vocabulary to support reading comprehension, writing and test taking strategies for ELL.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Paste response to question here: Instructional materials and technology used to support ELLs include: computer aided instruction in math (Mind math), Award Reading program incorporating listening, visual and reading aids on the computer; Leapad and Leapfrog electronic books to boost listening and decoding/ reading comprehension skills for new comers, new immigrants, SIFE and struggling readers. Interactive books providing instant feedback and gratification, sight words, the letters of the alphabet, and link and learn card games, magnetic letter boards for practicing sight words; picture and photo cards to help understand words and concepts in science, math and social studies. This year we are incorporating something new called Moby Max and Core Clicks. Moby Max provides an assessment and provides activities at the students' level and builds them up. Core Clicks is an interactive reading program that builds comprehension. Most classrooms have SmartBoards to support ELLs and all of the common core curriculum components have interactive activities to support skills and content mastery. Grades K-2 have I-pad minis and grades K-5 have at least two computers to support technology used for learning.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here: Although PS 18 does not have a bilingual education program, we have books in math, science and social studies in students' native language, especially to provide additional support to the SIFE and new immigrants. This helps them make transition and transfer their knowledge base from their native language into English. Those ELLs who are literate in their native language are allowed to take the standardized tests in math, science and social studies in their native language. We use labeling and cognates to support language development in our ESL program. Also, ELLs and former ELLs are allowed access to approved bilingual dictionaries during the state standardized tests. In our Dual Language program, students have access to a full library in their home language. Guided reading is done with book in the home language and there are books in all content areas (science and social studies) in the home language as well.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here:

The ENL schedule including push-in and pull-out are so designed to provide maximum possible support to students at their corresponding age and grade levels. The push-in portion of our program are grade and age specific because students are in their room with their peers. So 4 of the 7.5 times per week, the services directly correspond to the ELLs' ages and grade levels. During pull-out, the groups may be mixed age and grade levels because it is primarily based on language acquisition. However, during those times, the ENL teacher differentiates the sessions so the supports are still age and grade specific even though they may be with students in other grades.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here: At P.S. 18 we make every effort to make ELL students who enroll before the school year begins feel welcome in our school community. All notices and welcome signs are written in English and Spanish. During registration, we introduce ourselves to the students and the parent coordinator or other staff members are always available to translate. This helps put the students and parents at ease and they feel welcome. Once an ELL is enrolled, the parent coordinator provides the students and the parent a tour of the building so students become familiar with the physical layout of the school. All important information needed for a successful start of the school year are communicated in the home language so families feel prepared. This makes parents and students feel comfortable with the transition. Before the first day of school we prepare classrooms and the ENL area by labeling objects and posting rules and routines in the home language. Due to the high population of ELLs, the principal ensures that all teachers receive ongoing professional development in strategies to support ELLs and make them feel welcome. ELLs enrolled after the start of the school year are introduced to survival English essential for their day-to-day activities using TPR and similar easy-to-follow activities by the ENL teacher. The parent coordinator introduces herself to the parents, takes them on a tour of the building and introduces them to their child's teacher and other key staff.

19. What language electives are offered to ELLs?

Paste response to question here: As an elementary school we do not offer electives to students. However students have access to materials in their home language.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: At Ps 18 the Kindergarten Dual Language program is a side by side model. We strive to achieve a 50/50 ratio between EP and ELLs. There are two kindergarten classes and there are EP and ELLs in both classes. In the morning, one class receives English instruction while the other class receives Spanish instruction (Periods 1-3). Period 4 students go to lunch. After lunch the classes switch and receive instruction in the other language (periods 5, 6 and 7). The class that received English instruction in the morning will receive Spanish instruction in the afternoon. The class that received Spanish instruction in the morning will receive English instruction in the afternoon. This structure changes weekly. So the class that had English instruction in the morning one week will receive English instruction in the afternoon the next week. This ensures a 50/50 split in language instruction. Literacy instruction is simultaneous in both languages. Students are learning phonics, reading, writing, math, science, and social studies. During the preparation period, both classes come together to receive instruction in Physical Education, Technology, Science and Art in English. ELL students are assessed using Fountas and Pinnell running records and Estreillita. The level of Spanish language proficiency for the EP students is emerging. Students are developing oral language.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: All ELL personnel at PS 18 participate in monthly professional development lead by instructional staff from the Superintendent's office. The sessions are specific to planning units around content and language acquisition to support ELLs. This professional development is in addition to the professional development provided by the principal.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: The principal provides professional development for all teachers not just the ENL and Dual Language teachers in the use of scaffolds and strategies to engage students with the Common Core Learning Standards. Strategies to support building vocabulary, improving reading comprehension and writing are included. This year the use of Thinking Maps is one of the tools being implemented school-wide to support student engagement.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: The ENL teacher and the parent coordinator are regularly available to consult and support the parents of ELLs for middle school transition. We offer parent workshops, middle school visitations and assistance in filling out the choice forms to facilitate a smooth transition for our graduating fifth graders. We also assist them with finding schools that offer the ENL services of their choice. Our guidance counselor is currently working with 5th grade on an exit project around career choice that will further support their transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here: The ENL and Dual Language teachers attend professional development every last Monday of the month from 1-4 pm with the Community School District 14 Field Support Liaison, Ms. Cynthia Felix, and other staff developers from the district.
The ENL teacher, who also acts as the ELL liaison for the school, turn keys the highlights and salient points from the PDs to the staff. In addition, the principal regularly plans in-house professional development on supporting ELLs. Resources to assist teachers with planning scaffolds for ELLs are shared with staff. Thinking Maps training includes conversation around how the maps can specifically be used to support ELLs with learning content and language. Teachers are not only getting professional development throughout the year on supporting ELLs, in service days like Election Day are devoted to providing additional training on strategies to support ELLs with opportunities to use the strategies learned to plan instruction. The monthly professional development sessions with Cynthia Felix and the professional development sessions provided by the principal, throughout the year and on in-service training days, ensures that the requirements of CR Part 154.2 are being met for all staff and ENL/bilingual teachers. Agendas are kept on file to document the amount of professional development that is provided to support learning for ELLs.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: Annual individual meetings with parents of ELLs are planned for: mid-October 2015 and mid-March 2016. The focus of October 2015 meetings will be an introduction to the changes in CR Part 154 and the way they affect the programs for ELLs. The mid-March 2015 meetings will provide information about the shifts in testing for ELLs, how to provide continued support to students at home and what is expected of ELLs in terms of passing the grade and improving their performance on NYS tests including ELA, math, science and the revised NYSESLAT. The topics discussed and shared with parents at such meetings include: language development progress of the child, language assessment results, and content area (academic vocabulary) language development needs. On site interpretation and translation help is available by the parent coordinator and other staff to ensure that parents have an opportunity to ask questions and seek clarification. Parents' questions and concerns are addressed in their home language. The ENL teacher and the parent coordinator keep sign in sheets of all in-person meetings. Every effort is made to reach out to all parents of ELLs. Those who are unable to attend scheduled meetings, are contacted by phone and if needed, by letter. Special 1-on-1 meetings are held during preparation periods and sessions before and after school to accommodate parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response here: The ENL teacher and the parent coordinator jointly hold a number of meetings with parents of newly admitted ELLs to describe services, distribute the program preference surveys and introduce themselves to the parents, with whom they maintain frequent contact. Parents of ELLs are often asked to share their culture by participating in our Hispanic Heritage Month celebration and our cultural dance festival.

During Parent-Teacher conferences, the ESL teacher invites parents of ELLs to meet with them as well as classroom teachers to discuss ways for language development for newcomers and how to help ELLs acquire academic language in content areas.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here: The school has a partnership with a number of CBOs to provide workshops and services to ELL parents: Department of Health, Jamaica Center for Arts and Learning (JCAL), Puerto Rican Family Institute, Saint Nick's Alliance, and HOSH Kids. Representatives from CBOs are invited to offer workshops to parents in English and Spanish.
5. How do you evaluate the needs of the parents?
Paste response to question here: The school has developed parent surveys and parent intake forms, in both English and Spanish, to evaluate the needs of the parents and to get feedback.
6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: Based on the feedback on parent surveys, over the years we have been providing workshops and training facilitated by the ENL teacher, parent coordinator, principal, outside resources such as CBOs.

The workshop topics include but not limited to the following:

- a) What do Levels 1, 2, 3 and 4 really mean on the standardized tests and on the report cards?
- b) How can I help my child be more successful in school?
- c) Test prep for Math and ELA, how to support my child at home
- d) Saturday Enrichment program for parents and children
- f) Common Core Standards, what are students expected to do?
- g) Test anxiety and how to help your child handle it?
- h) How can parents help students continue to read at home?
- i) Healthy food initiative and active life style for our children
- j) Hands on arts and crafts

Furthermore, all correspondence and letters sent home are translated into Spanish. However, lenghtier notifications and booklets are translated via per session by a licensed teacher, or the Translation/Interpretation Unit.

All communication to parents, including notification such as placement letters, testing dates for ELLs, etc., are downloaded from the Office of English Language Learners on the DOE site; and sent home in English and the native languages of parents. In addition, for those ELLs with I.E.P.s, we have a bilingual school psychologist, social worker and family worker present at all EPC's, triennials,

annuals and parent conferences relating to their children.

During parent orientation sessions, the parent coordinator provides translation services to guardians and parents. The participants are encouraged to ask questions in their native language and responded to their questions in their first language.

In addition, during general meetings or Parent-Teacher Conferences, translators are placed on each floor to assist teachers and parents during this process.

D. Additional Information

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

Paste response here: This school year, we launched the dual language program at PS 18 in kindergarten. The dual language program is designed to ensure that students are bi-literate in English and Spanish when they graduate 5th grade.

School Name: **P.S. 18**

School DBN: **14K018**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Alexander	Principal		1/1/01
	Assistant Principal		1/1/01
Blanca Ramirez	Parent Coordinator		1/1/01
Avinash Pancholi	ENL/Bilingual Teacher		1/1/01
Irma Mercado	Parent		1/1/01
Carrie Bram	Teacher/Subject Area		1/1/01
Samantha Peralta	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Romy Gaffner	School Counselor		1/1/01
Alicja Winnicki	Superintendent		1/1/01
Cynthia Felix	Borough Field Support Center Staff Member _____		1/1/01
Lisa Marchello	Other <u>IEP Teacher</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K** School Name: **Edward Bush**
Superintendent: **AI**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use various documents/resources including Home Language Survey, ATS reports such as RAPL, ELPC to assess the language preferences of the parent community for both written and oral communication.

We use this information to download, draft and customize letters being sent home in the native language/s of the parents such as continued entitlement letters for ELLs and entitlement letters, parent program choice, surveys, etc.

Data used for school wide language needs include: ATS reports: UPPG, RHLA, RAPL, Individual Parent's responses on Emergency contact card about preferred language of communication for oral and written language.

Methodologies used to assess language preferences include, but not limited to: All parents/guardians of new admits are asked to fill in NYC DOE parents' Preferred Language Form that collects the language preference of parents for school communications. P.S. 18 annually conducts classroom surveys to find out whether families prefer to receive school memos and letters in English or Spanish. Over the years, about 45 to 50 percent of parents have preferred Spanish as the language of communication.

Parent surveys - to assess the needs of parents and how can they help their children do better in school- are made available in English and Spanish to allow all parents to participate in school wide needs assessment during open school nights and various meetings/workshops we host for parents.

We regularly update the languages that parents speak across the grades to make sure all written communication sent home is sent in home language of each student. Also, for oral communication to parents, we use the home language of parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

As of October 2015, of the current 35 ELLs 32 of them indicate Spanish as their home language. Of the total 8 new ELLs, five (5) indicate Spanish as their home language, while three (3) indicate Arabic as their native language.

The ENL teacher enters home language as per HLIS and checks this data to ensure its accuracy in order to complete ELPC screen on ATS to comply with Chancellor's regulations per Part 154 requirement.

Of the total 191 students enrolled at PS 18 K as of October 2015, about 54 per cent of the parents have indicated English as their preferred language for oral and written communication. About 46 percent of the parents have indicated Spanish as their preferred language for oral and written communication. About 2 percent of the parents have indicated Arabic as their preferred language for written communication.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All critical information about educational programs and services for our students and parents are communicated to the school community by correspondence that are sent home in English, Spanish and Arabic. The communications made available in English and home languages include: all announcements including newsletters, monthly calendars, New York State testing dates, parent-teacher conference notices, after-school programs, pupil progress reports, report card grades and comments on pupil performances, permission slips for trips, etc.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Tentative dates for the formal face-to-face meetings with parents at PS 18 for curriculum nights, parent-teacher conferences, are as follows:

Open school nights (curriculum nights): mid-September (9/17/15) and mid-May (5/12/16)
Parent-teacher conferences: afternoon and evening the first weeks of November 2015 and March 2016.

Annual individual meetings with parents of ELLs are planned for: December 2015 and March 2016.

The focus of the December 2015 meetings will be an introduction to the changes in CR Part 154 and the way they affect the programs for ELLs.

The March 2015 meetings will provide information about the shifts in testing for ELLs, how to provide continued support to students at home and what is expected of ELLs in terms of passing the grade and improving their performance in NYS tests including ELA, math, science and revised NYSESLAT.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All communication to parents, including notification such as placement letters, testing dates for ELLs, etc., are downloaded from the Office of English Language Learners on the NYC DOE site; and sent home in English and native language/s of parents. In addition, we have a bilingual school psychologist, social worker, family worker, present at all EPC's, triennials, annuals and parent conferences relating to their children.

Letters and documents to be sent home are translated in Spanish and Arabic in house by school staff to comply with written communication requirements.

During parent orientation sessions for new ELLs, the parent coordinator provides oral interpretation services to guardians and parents. The participants are encouraged to ask questions in their native language, Spanish and Arabic.

In addition, during general meetings, open school nights or Parent-Teacher Conferences, translators are placed on each floor to assist teachers and parents during this process. We have a number of Spanish speaking pedagogues (14).

In addition to staff members at PS 18 available for translations, both oral and written, we have parent volunteers, members of PTA available at the meetings to help translate.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

DOE's translation and interpretation unit is contacted for translation services in to meet those needs of Arabic speaking parents.

The brochure providing information for parents on the DOE's translation and interpretation services is distributed to all the parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members at PS 18 are trained during professional development sessions on how to use translation services and the over-the-phone interpretation services. T & I Brochure and related documents are distributed during the PD sessions.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Chancellor's Regulation A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

At PS 18 we have posted, in conspicuous locations at or near the primary entrance to the school, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. We have enough resources in house, to provide language translation and interpretation orally and in written form for fulfilling Chancellor's requirement under A-663 regarding parental notification and interpretation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We revised our parent survey to reflect the launching of the Spanish dual language program for kindergarteners in September 2015. The revised survey is distributed to parents during meetings such as open school nights, parent teacher conferences, individual meeting with parents of ELLs, family fun nights and parent association sessions.

We plan to form a focus group of parents representing all cultures and languages of our students to invite feedback from parents, to facilitate better communication for the school community and also to strengthen home-school connection.

A team headed by the principal will review the feedback from the parents periodically. The team will consist of the principal, the parent coordinator, the ENL teacher (who is also the LAC) and the dual language teacher. Suggestions from the school leadership team and parent teacher association, that may improve the quality of translation and interpretations services to the parents, will be considered.