

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M018

School Name:

P.S. 018 PARK TERRACE

Principal:

CONNIE MEJIA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 18 Park Terrace School Number (DBN): 06M018
Grades Served: K-8
School Address: 4124 Ninth Avenue, New York, New York 10034
Phone Number: 212-567-4353 Fax: 212-304-1423
School Contact Person: Connie Mejia Email Address: Cmejia4@schools.nyc.gov
Principal: Connie Mejia
UFT Chapter Leader: Aldeira Jerez
Parents' Association President: Afortunada Fernandez
SLT Chairperson: Miriam Rondon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Afortunada Fernandez
Student Representative(s): N/A

District Information

District: 6 Superintendent: Manuel Ramirez
4360 Broadway, 4th Fl., New York, New York 10033
Superintendent's Office Address: _____
Superintendent's Email Address: Mramire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 Seventh Avenue, 8th Fl., New York, New York 10001
Director's Office Address: _____
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Connie Mejia	*Principal or Designee	
Aldeira Jerez	*UFT Chapter Leader or Designee	
Afortunada Fernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Afortunada Fernandez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Emma Pena	CBO Representative, if applicable	
Shawan Stone	Member/ K-2	
Miriam Rondon	Member/ 3-5	
Maria Moreno	Member/ 6-8	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alma Ramirez	Member/ Parent	
Cristina Javier	Member/Parent	
Yamel Nunez	Member/Parent	
Natasha Coky	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.

Our Setting

Approximately 19% of the students have Individualized Education Plans (IEPs) and receive the full continuum of special education services including Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT) classes and other models of integrated inclusion classes, instruction in 12:1:1 self-contained model of instruction, and approximately 71% of students receive related services such as speech and language, counseling, and adaptive physical education.

Additionally, 44% of the students are English Language Learners (ELLs), with Spanish as the dominant language with the school community. 11% of ELL students within our school are also Students with Interrupted Formal Education (SIFE).

Approximately 100% of students qualify for free lunch and 0% students qualify for reduced lunch. Approximately 22% of Students are in Temporary Housing (STH). To this end, PS/IS 18 is Title I eligible and Title III eligible.

The average student attendance for 2014-2015 was 94.2%. The number of suspensions (Principal) for our school in 2014-2015 was three. The number of suspensions (Superintendent) for our school in 2014 was two.

PS/IS 18 is staffed with a team of highly qualified professionals who ensure that academic needs are met, as are social and emotional concerns. Approximately 71% of teachers at PS/IS 18 are deemed to be highly qualified in their area of assignment in core subject areas. The percentage of teachers holding a Master's Degree or Doctorate is 78%.

Link to Community

- *Eastside House Settlement* has partnered with PS/IS 18 to provide our 6th, 7th, 8th grade students and their families a balance between academic and social needs. This is done through after school clubs, tutoring sessions, and parent workshops. Service provided to participants include:
 - Social services: Weekly sessions
 - After school programs: •culinary arts •robotics •book club •computer science •math club arts and crafts •dance •debate club •college and career readiness •remediation •homework •science and literature enrichment
 - *East Side House Settlement* offers parents of participants' social services, counseling, and classes leading to a GED, should one wish to avail themselves of this opportunity.
 - Students in grades kindergarten through grade 5 participate in the *Children's Arts and Science Workshops*. These activities include: •science •math •literacy •art •health •gym
 - homework •robotics •dance
- The *CHALK* program offers parents a program called "Cooking Matters." The goal is to teach the elements of good nutrition. This year the program is expanded to include parent and student hands-on cooking classes.
- We also have a partnership with *LINC*. Our grade 8 students have been paired with a 2nd grade student, and work together as "Reading Buddies." For the older students, this provides a venue for community service. For the younger children it is an opportunity to strengthen their literacy skills. It also provides a means of building

their social skills as participants develop special relationships with their “Reading Buddy.” The program includes a component to prepare parents to become reading tutors.

- PS/IS 18 participates in the *Integrated Arts Program* sponsored by the *Society of the Educational Arts*. Selected 3rd through 8th grade students participate in either a 20 week, 2-1/2 hour theater or dance workshop. This culminates in a dance recital and dramatic production. Also provided is the opportunity to attend a professional theater experience. Productions are bilingual, providing our ELL population with the opportunity to retain their native language skills (Spanish/English).
- Though faced with many challenges, PS/IS 18 is rising and meeting those challenges. One such challenge is the fact that our budget has been cut once again. As a result, we have reached out to the community organizations to obtain services to support and embellish our programs. Our efforts have proven fruitful. Our arts program now includes a partnership with *Rosie’s Theater Kids*. Participants have the opportunity to attend Broadway productions as a part of this literacy activity. *Society of the Educational Arts* (SEA) provides a similar experience for our Spanish speaking students. We will engage in Urban Arts Program integrating Literacy and Arts for ELLs.
- We have had many successful endeavors. As we meet (administrators and teaching staff) to analyze data, we look to refine our curriculum. One example is our having chosen *Ready Gen* as our literacy program, we also opted to keep “Accountable Talk” and independent reading and guided practice from the Teachers College program. This strategy has proven successful for us. When new materials are necessary, only research based programs are considered. Teachers are included in the final decision.
- *Waterford* is implemented across K to 2 classrooms. This program focus is on three literacy strands: phonics, word recognition, and comprehension. Parents receive monthly progress reports.
- Kindergarten to grade 2 classes are also implementing *World of Words* (WOW). This program is a partnership with NYU Steinhardt and is designed to increase the quality and quantity of vocabulary across the content areas. It also seeks to build reading stamina. What makes this program unique is that parents are included in the learning process. Parents receive books to build a home library, and they are trained so that they are able to support their children at home.
- Our focus this year will be on refinement – refinement of curriculum and refinement of teacher teams. This is a priority undertaking as we move toward improving the educational experience and academic gains in achievement on standards tests made by our students.

06M018 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	395	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	4	# Music	4	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	84.5%	% Attendance Rate	93.8%	
% Free Lunch	77.1%	% Reduced Lunch	0.9%	
% Limited English Proficient	50.7%	% Students with Disabilities	13.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	0.7%	
% Hispanic or Latino	98.4%	% 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)	3.97	# of Assistant Principals (2014-15)	1	
# 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)	7.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	7.49	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4	18.5%	
Science Performance at levels 3 & 4 (4th Grade)	66.7%	Science Performance at levels 3 & 4 (8th Grade)	40.7%	
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	YES	
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	YES	
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	YES	
Economically Disadvantaged	NO			
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.

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

Strengths and strategies used:

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

Part 2 – Annual Goal

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.

Based on our analysis of student writing sample during Teacher Team sessions. By June 2016, all students in grades 3-8 will move up 2 levels as measured by a 4 point rubric on informational writing assignments and monitored 2 times during the school year noted as a pre/post assessment.

Part 3 – Action Plan

<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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Structured calendar-pre, mid, post assessments that include writing prompts for informational writing 3-8.</p>	<p>3-8</p>	<p>9/15-6/16</p>	<p>Assistant Principal, Classroom Teachers, Test Coordinator</p>
<p>Professional development using informational writing rubrics to articulate student use of the rubric to self-monitor.</p>	<p>3-8</p>	<p>9/15-6/16</p>	<p>Principal, Assistant Principal, Classroom Teachers, Test Coordinator</p>
<p>Parental communication system through progress reports.</p>	<p>3-8</p>	<p>9/15-6/16</p>	<p>Principal, Assistant Principal, Classroom Teachers, Test Coordinator</p>
<p>Teacher walkthroughs to assess best practices sharing of best practices using a system for scheduling participation of teachers and identify next steps as part of teacher collaboration.</p>	<p>Classroom teachers, 3-8</p>	<p>9/15-6/16</p>	<p>Principal, Assistant Principal, Classroom Teachers, Test Coordinator</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>											
<ul style="list-style-type: none"> • Title I funding and Tax Levy will be used to fund an F-status staff member to support planning and implementation of information or writing assessments administered twice a year. • Tax Levy and Contract for Excellence (C4E) funding will be used to support common planning time in order to provide teachers with time to review student work against the rubric. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		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.

As a school, we have created an assessment grid by grade setting baseline (10/19/15), mid-year (1/29/16), and end of year (5/31/16).

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.

Based on the 2014-2015 RYMA and the RRSAs Attendance Reports. We noted that students with IEPs had an overall average attendance rate of 92%. Compared to our general education student rate of 94.01%, there was a need to increase attendance rate for SWDs.

School Strengths:

In order to help all of our students improve their attendance and to emphasize the importance of it as a school, we are committed to the following:

- monthly celebrations
- certificates of acknowledgements & accomplishments
- mid year, end of year celebrations/special - award assemblies
- parent collaboration - parent coordinator, family worker. Daily of parental outreach.

Priority needs addressed in our goal.

- implementation of school wide activities to further engage all students that include more parental engagement activities.
- plotting of scheduling special events during low attendance dates.
- identifying and promoting leadership to the students with chronic lateness and absence based on the monthly RRSAs Report that we will be monitoring.

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 2016, there will be an increase of 3% in the attendance rate for students with IEPs as measured by the RYMA End of Year Attendance Report and monthly RRSAs Report. We will move from 89.77% in 2014-2015 to 92% in 2015-2016.

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 Supportive Environment 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>Professional development sessions to address effective teacher practices for behavior that include turnkey training by teachers to support a safe and collaborative environment. Base on protocols for section sheet follow-up.</p>	<p>All teachers</p>	<p>9/15-6/16</p>	<p>Principal, SLT members, Cabinet members</p>
<p>Common planning time to discuss implementation of school wide activities to foster increase of attendance. Common planning to address needs on analysis of section sheet data and plan further activities on noted low attendance days during the school year.</p>	<p>All teachers</p>	<p>9/15-6/16</p>	<p>Principal, SLT members, Cabinet members</p>
<p>Student council-Student representatives input to address system of rewards and celebrations K-2, 3-5, 6-8 that include school wide recognition of our accomplishments and planned celebrations as a method of increasing attendance as a school.</p>	<p>Students 2-8</p>	<p>9/15-6/16</p>	<p>Principal, SLT members, Cabinet members</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>										
<ul style="list-style-type: none"> • Tax Levy money will be used to fund school guidance counselor in order to provide one to one support to teachers and integrate behavioral systems within student curriculum. • Fair Student funding and Tax Levy monies will be used to fund the school principal in order to ensure implementation and support for a school wide system of behavioral intervention. 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
<p>X</p>	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

Benchmark set at January 2016, we will review our monthly attendance reports alongside our monthly school wide events to promote increase in student attendance rate.

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.

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

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

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

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, Inquiry teams in grades 3-8 will collaboratively analyze the school wide informational writing using rubrics and pre-writing student results. Students in grades 3-8 will improve through the revision and cycle of writing process from overall average of 2.0% (2014-2015) to a 3.0% in Post Writing Product in 2015-2016.

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 teacher-parent collaborations to improve student achievement. 	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?
Professional learning cycles on a bi-weekly basis will be scheduled as per teacher selection and research.	All Teachers	9/15-6/16 Bi-weekly cycles	Principal, AP, School Staff, Teachers, Literacy Coach
Feedback sessions scheduled in cycles for the presentation of teacher learnings and application of practice due to research.	All Teachers	9/15-6/16 Bi-weekly cycles	Principal, AP, School Staff, Teachers
Teacher Teams (Inquiry) - scheduled weekly teacher team meetings with a focus on analyzing student writing samples 3-8 and frequent assessments for student success in area of informational writing.	All Teachers	9/15-6/16 Bi-weekly cycles	Principal, AP, School Staff, Teachers
Intervisitations scheduled focused visits across grades with specific template to document best practices articulation among teachers and next steps for refinement of informational writing rubrics.	All Teachers K-8	9/15-6/16 Bi-weekly cycles	Principal, AP, Literacy Coach, Teachers

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.											
<ul style="list-style-type: none"> • Fair Student funding and Tax Levy monies will be used to fund the school principal in order to ensure implementation and support for professional learning cycles. • C4E funding will be used to support common planning time in order to provide teachers with time to review cycle work. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		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.
February 2016 – At this point, we will revisit data and adjust areas needing adjustments as per analyzing the impact of teacher team work and analyzing of student work leading up to the post writing assessment in May 12, 2016.

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.

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

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

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

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

Part 2 – Annual Goal

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.

By June 2016, school leaders will create and implement a school wide professional development plan building on teacher capacity, grade level consistency focused on 3C engaging students in learning. Teachers will demonstrate an increase from 2.8% in 2014-2015 to a minimum of 3.0% in 2015-2016 as part of supporting effective practice and engagement of students.

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?
Professional development sessions focused on professional learning cycles – Teacher collaboration and choice of topic.	All classroom teachers, paraprofessionals	9/15-6/16	Principal, AP, Lead Teachers
Teacher team set up – Launching curriculum refinement by analyzing, and adjusting curriculum and maps for Ready Gen, Scholastic Code X and CMP3- Math Middle School, addressing specific needs of ELLs, SWDs and STH.	All classroom teachers, paraprofessionals	9/15-6/16	Principal, AP, Lead Teachers
Identify teacher leaders by cohort (K-2, 3-5, 6-8) to build capacity in planning professional development focused on 3C.	All classroom teachers	9/15-6/16	Principal, AP, Literacy 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.											
<ul style="list-style-type: none"> • Title I funding and Tax Levy will be used to fund staff to support planning and implementation of teacher intervisitations across grades. • Tax Levy and Contract for Excellence funding will be used to support common planning time in order to provide teachers with time to review student work against the rubric as part of teacher team inquiry sessions. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		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.

January 2016, professional development committee meeting will review the status of team work and plan next steps after identifying impact on student learning with focus on review of student work samples focused on 3C, engagement of 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.

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

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

Part 2 – Annual Goal

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.

By June 2016, the school will develop a stronger partnership with families and community organizations as measured by a 5% increase in parents who agree or strongly agree on school wide parental engagement survey.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Monthly parent newsletters aligned to CCLS by grade – Informational letter to parents – Home School Connection.</p>	<p>K-5 Students</p>	<p>9/15-6/16</p>	<p>Classroom Teachers, Assistant Principal</p>
<p>Monthly meetings with CBO coordinator and curriculum consultant along with classroom teachers to look at specifics in parental involvement in school wide activities and sharing of newsletters.</p>	<p>K-8 Students</p>	<p>9/15-6/16</p>	<p>Classroom Teachers, Assistant Principal</p>
<p>Organizing school wide celebrations and collaborative events with teachers and children’s families through our partnership with our CBO.</p>	<p>K-8 Students and their parents</p>	<p>9/15-6/16</p>	<p>Classroom Teachers, Assistant Principal</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>Grants and awards from CBO and outside organizations are already in place to secure the continued success of these programs. Tax Levy monies for the proper scheduling so teachers are involved in the planning and execution of collaborative meetings with CBOs.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>January 2016, midpoint meeting with CBO directors, parent representatives and student representatives to survey success and needs for next steps.</p>

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)	NYSED Scores '15 RR/F&P K-2 Waterford Results NYC Performance Tasks	Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia. Guided Practice Direct Instructions	Small group by teachers, push-in, pull-out service providers	During school day. Intended after school program. Professional periods
Mathematics	NYSED Scores '15 NYC Performance Tasks Teacher End of Unit Assessment	Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia	Small group by teachers, push-in, pull-out service providers	During school day. Intended after school program. Professional periods
Science	NYSED Scores '15 NYC Performance Tasks Teacher End of Unit Assessment	Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia	Small group by teachers, push-in, pull-out	During school day. Professional periods Intervention periods
Social Studies	NYC Performance Tasks Teacher End of Unit Assessment	Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia	Small group by teachers, push-in, pull-out	During school day. Intervention periods Urban Arts Connection (SS)
At-risk services (e.g. provided by the Guidance Counselor,	Teacher anecdotes	Roleplay	Small group	Daily

<i>School Psychologist, Social Worker, etc.)</i>	illog information	Writing	Individual	as needed
	Parental input and requests	One to One	Pull-out	Once per week
	NYS exams	Interactive group work	School guidance counselor	as per teacher
	Formal/informal assessments	Three tiered system based on data and students deemed at-risk	Psychologist	Input
	RTI-Support	intervention	OT	Weekly
	Push-in - IEP, ENL	intervention/enrichment	Speech	
	Pull-out - IEP, ENL		PT	
	Clinics-ELA, Math, Science		Teachers	

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

2b. High Quality and Ongoing Professional Development

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

Teachers attend professional development provided by ELA, Math and SIOP Achievement coaches at the District and Borough offices. Professional Development is also provided at the English Language Learners Department with the focus on addressing the needs of ELL students in meeting Common Core State Standards, differentiating instruction, analyzing data to improve ELLs Academic and language instruction.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In June 2016, a MOSL Selection Committee, comprised of a cross-section of classroom, content and out of classroom, content and out of classroom teachers was formed. After reviewing the assessment choices the members met with their assigned teachers to select their assessments for 2015-2016 school year.

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

All classroom and content teachers have been supplied with a laptop to be used for data tracking. Professional developments have been ongoing to train the staff with the various data systems and their capabilities.

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

Additionally, a school-wide assessment calendar has been formulated.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	246,760.00	section 5, part 4b	5,17,19
Title II, Part A	Federal	97,028.00	section 5, part 4b	5,17,19
Title III, Part A	Federal	23,380.00	section 5, part 4b	5,17,19
Title III, Immigrant	Federal	0	X	N/A
Tax Levy (FSF)	Local	2,257,097.00	section 5a, part 4b section 5c, part 4b	5,17,19,21

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. PS/IS 18, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers as welcomed members of the school community. PS/IS 18 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding city, state and federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;
- The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with special needs. The school community will conduct an annual evaluation of the content and effectiveness of this Parent Involvement Policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.
- In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of our parents, and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- disseminate, collect, and analyze a monthly parent survey;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Quality Review Report, and 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 Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events; in collaboration with our collaboration with our CBO's;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- with the support of LINC, we will encourage more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

School-Parent Compact (SPC) Template

PS/IS 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.

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:

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to the Common Core Learning Standards;
4. offering high quality instruction in all content areas;
5. 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 proficient 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;

Parent/Guardian Responsibilities:

1. 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;
2. 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;
3. check and assist my child in completing homework tasks;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education;
10. 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;
11. respond to surveys, feedback forms and notices when requested;
12. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
13. 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;
14. 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;
15. share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

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>Park Terrace</u>	DBN: <u>06M018</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>7</u>
of certified ESL/Bilingual teachers: <u>7</u>
of content area teachers: <u>2</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: _____ - The Title III After School Program will target approximately 100 ELL students who scored Beginner, Intermediate, and Advanced levels of the Spring 2014 NYSESLAT in grades 3-8, and newcomers to this country, or first time admitted to NY Public Schools from other schools around the country on September 2014 NYSITELL. These students struggled to meet the reading and writing modality in the NYSESLAT as per Title III AMAO progress report and the 2014 data from the NYSESLAT (RLAT). Therefore, the Title III after school program will emphasize vocabulary development through content, as vocabulary is critical to reading, writing, and speaking proficiency. The program will meet on Wednesday and Thursday from 2:30P.M. to 4:00P.M. beginning November 12, 2014 through March 25, 2015, for a total of 16 weeks and a total of 30 days. The language of instruction is English. The license of the 7 teachers are 1 ESL, 1 bilingual common branches in Sp. plus the teacher has an ESL license, and 3 bilingual common branches teachers in Sp., 2 of the bilingual teachers are content area teachers - (1 has a Permanent Spanish licensed and the other is a Bilingual General Science 7-12). Each group varies: students in 3rd grade has been split up as we have students who are newcomers, beginners and intermediate for a total of 12 students and 11 advanced students for the second group. Fourth grade has a total of 18 students which their level is intermediate and advanced; 5th grade has 16 students which levels are beginners and intermediate; 6th grade has 18 students whose levels are beginners, intermediate and advanced; 7th grade has a total of 11 students which levels are beginners and intermediate; and 8th grade has a total of 12 students whose levels are beginners and intermediate.

- We will be able to teach the same grade-level content to students with varying reading skills. The students will work with the Differentiated Nonfiction Reading kit from the Blue Star Education- A division of teacher created resources, which contains 20 units of passages and a CD that contains Common Core Correlations and the Enhanced eBook. The units of study includes the same information which is written at three different levels: below grade level, at grade level, and above grade level. It provides all students with the information they need to respond to the provided assessment in order to check essential comprehension skills: locating facts, understanding vocabulary in context, determining sequence, identifying conditions, making inferences, and analyzing and visualizing the subject matter. It encourages writing in response to reading content. The topics cover the subject areas of science, geography, history, and language arts. This will enable teachers to engage students to work independently, small groups, or large group activities. At the same time that it promotes discussion opportunities for all students which are geared to meet Common Core State Standards..

Part C: Professional Development

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

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

Begin description here: _____ The Title III after-school teachers will participate in an after-school per session study group using Help! My Kids Don't All Speak English by Nancy Akhavan. Our Title III teachers will discuss key chapters and topics in which children are supported and nurtured in a particular

Part C: Professional Development

atmosphere such as the three traits of collaborative language classroom: context (teaching and learning), content (curriculum and materials), and culture (students and classroom). These ideas and strategies will be implemented into their small groups of instruction. The teachers will also share these ideas or strategies with their colleagues. There will be a total of five sessions. The teachers will meet together with the principal, Ms. Mejía, on the first Friday of each month, except November which will be on Friday 21st of that month from 2:30 p.m. to 4:00pm.

Tentative schedule for study group and topic:

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Title III parents will be invited once a month to a workshop. These workshops will be held on the third Thursday of each month, except February 2015 which it will be held on the second Thursday. Workshops will be from 2:30p.m. to 4:00p.m. The mission of the parent workshops is to assist non-English speaking in acquiring language skills and curricula strategies in order to assist their children with daily homework assignments and academic success. In addition, parents will be taught how to use Engrade as our primary grading system. Parents can go on-line to view grades for and assignments on a regular basis throughout the school year. We strongly believe that the more resources and information provided to the parents, the more parents will be able to support and guide their children through the challenges they must overcome to be academically successful, especially with the new Common Core State Standards. During the monthly parent workshops we will provide strategies on how to use technology, as well as home and community resources, to help their children at home. Parents will go to educational trips in order to incorporate reading with social studies and as a life-long skill where they will be able to visit a museum and experience a learning opportunity designed to make history come alive; in addition, to sail down the Hudson River to the Statue of Liberty, viewing such sights as Ellis Island, the immigration center, One World Trade Center, One World Financial Center. Metro cards will be provided to attending parents to encourage attendance. Translation and interpretation will be provided to parents through a bilingual teacher who will be in attendance and will facilitate these parent workshops.

Parent workshop topics include:

1. What parents need to know about the Common Core Standards - ELA November 20
2. What parents need to know about the Common Core Standards - Math December 18
3. Logging into Engrade and how to use it after they join January 21

Part D: Parental Engagement Activities

4. Reading as a life-long skill	February 12
5. Understanding the new NYSESLAT exam	March 19

Part E: Budget

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

Allocation Amount: \$25352

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	-
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
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 06	Borough Manhattan	School Number 018
School Name PS 18 Park Terrace		

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 Connie Mejja	Assistant Principal Donna McGuire
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Leo Almonte - Bil. Teacher	School Counselor Rosemary Salce
Teacher/Subject Area Kathy Rubendall-Math	Parent Afortunada Fernandez
Teacher/Subject Area María Moreno-ELA	Parent Coordinator Alina Reyes
Related-Service Provider Jazmin Fernandez Alamo	Borough Field Support Center Staff Member Angela Rodriguez
Superintendent Manuel Ramirez	Other (Name and Title) Candida Cabrera- Bil. Coord.

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	1	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	13	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
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]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	405	Total number of ELLs	205	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input type="checkbox"/> No <input checked="" 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	1	1	1	1	1	1								0
Dual Language							1	1	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	205	Newcomers (ELLs receiving service 0-3 years)	138	ELL Students with Disabilities	21
SIFE	27	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	10

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	129			29						0
DL	16			11		5	12	4	3	0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

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	14	18	25	20	18	12	26							0
Arabic	1													0
SELECT ONE														0
TOTAL	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																		
SELECT ONE	15	26	17	29	23	22	20	21	26	23	15	20	23	31	21	18	13	35	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
31

Number of students who speak three or more languages:

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	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)	14	2	6	4	1	5	5	3	7					0
Emerging (Low Intermediate)	1	3	7	3	4	0	2	1	1					0
Transitioning (High Intermediate)	0	2	3	2	4	2	7	1	1					0
Expanding (Advanced)	0	9	6	10	8	7	8	12	2					0
Commanding (Proficient)	0	2	1	5	3	7	4	2	3					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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	8	0	0	0
4	14	1	0	0	0
5	23	1	0	0	0
6	15	7	0	0	0
7	25	18	3	0	0
8	19	1	0	1	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3		10		9		3		1	0
4		15		5		0		0	0
5		25		0		0		0	0
6		11		10		3		0	0
7		15		21		8		2	0
8		7		13		1		0	0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		3		6		7		0	0
8		8		11		3		0	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		16		
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)	12	14	16	0	0	3	10	0
Chinese Reading Test								0

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.

Our school uses Fountas and Pinnell to assess all our students in English Language Arts and in Home Language Arts (K-2). Kindergarten teachers assess their students in Spanish using Estrellita (K-2). Teachers plan the literacy block based on the results for their own students, using the data to differentiate instruction based on students' English Language Proficiency. Teachers in Grades 3-8 also use Fountas and Pinnell to assess the early literacy skills of ELLs. Students read one-on-one with the literacy teacher. This informs that teacher about fluency, accuracy, decoding, and comprehension levels. Teachers can then group students and supplement classroom libraries with materials as needed. For example, articles are differentiated based on the Lexile level. Students read about the same topic but at their own reading level. In all grades, instruction is aligned to the Common Core State Standards and ensures that students have repeated opportunities to access and use language in all subject areas. Our students in the self-contained monolingual classes receive push-in services provided by a licensed ESL teacher.

In Grades K-5, teachers of bilingual classes plan their teaching in the native language at varying levels based on students' English proficiency levels, as per mandates. In middle school Dual Language classes, ELLs receive push-in services from a licensed bilingual teacher. Our teachers have attended and will continue to attend SLOP workshops where they will be able to target instructional needs of ELLs during content area English instruction. Our school invites our students to Title III after school program (Grades 3-8), which will emphasize vocabulary development through content areas, as vocabulary is critical to reading, writing, listening and speaking proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Entering students who took the NYSITELL examination revealed that all newcomers lacked English language skills and were placed in TBE in K-5 or Dual Language students with mandated services in middle school. The NYSESLAT exam was administered in May of 2015. Our students traditionally struggle to meet the reading/writing modality in the NYSESLAT. During the Spring NYSESLAT examination, 26 of our ELLs became Commanding, while others showed improvement and moved to the next level of proficiency. Our 6 long term ELLs remained stagnant at the same level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses the AMAO tool to identify those students who are most at risk. We also identify which students have made progress (AMAO Objective 1) and which students have attained proficiency (AMAO Objective 2). There are currently 56 ELLs and 29 non-ELLs at risk level 5 or greater. We have 18 SIFE ELLs and 20 ELLs who are in their fifth or sixth year of service. These students are identified as in need of additional academic support. For each ELL student who scored below specific levels on the English language proficiency assessment, teachers differentiate instruction, select anchor text books to help close the gaps; they create intervention plans aligned to the academic support services, such as ENL push-in, that are identified. Teachers modify curriculum and use digitalized curriculum (such as iReady and STMath) to address the needs of those students who score at growth percentiles below 25% on the state ELA and Math exams. Staff development is used to analyze data and develop plans. The support services provided are aligned to the needs of the at-risk students. Professional development is aligned to the needs identified by the data focused on English language acquisition including best practices for co-teaching and strategies for integrating language and content instruction.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Based on the evidence, these assessments make a determination as to whether the student may have second language acquisition needs or whether the student's ability is the determinant factor affecting whether the students can demonstrate proficiency in English.

- A student may come from a home in which a language other than English is spoken. As a result we determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling.

Interview the student in both English and the home language

Review student's prior work in reading, writing, and mathematics in both English and the home language.

In the past, all students taking the ELE test and the Spanish Regents exam pass.

- School leadership arranges PD, intervisitations, and common planning highlighting best practices of teachers with ELLs. Additionally, teachers further implement the strategies acquired during these staff developments and collaborative meetings in forming groups as well as tasks and providing more targeted instruction for ELLs. Teachers meet in professional learning teams across grades and across subjects to plan and share best practices.

- The results of periodic assessments show that students develop fluency and decoding but are lacking the vocabulary necessary for comprehension. Students are having difficulty addressing the increasing rigor of the Common Core as they progress through elementary school suggesting that students need to focus on academic vocabulary, the features of the text. We use cognates and teach content in native language based on the mandated minutes for each language acquisition level.

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](#).]

Our school uses Fountas & Pinnell, benchmark assessments, and classroom based assessments provide data to identify and target students in need of intervention. Teachers continue to work with students until they show adequate progress in the targeted skills. Tier 2 interventions in K-5, paraprofessionals work with students who continue to struggle in identified skills. Tier 2 interventions in Reading and Math also provided by iReady. Tier 3 intervention is provided by SETTS teachers. Our Entering and Emerging ELLs receive 1 unit of study in ENL/ELA per week. Our Transitioning students receive 0.5 units of study in ENL or content area instruction, and our Expanding students receive 1 unit of study in ENL or a content area per week.

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

Teachers use NYSESLAT levels and modalities to plan lessons that address the needs of all ELLs. Formative assessments and informal observations are also used to differentiate and adapt instruction and to form groups. Depending on the student's language acquisition level, based on mandates, units of study in the home language and the number of units of ESL allocated per week are assigned to meet student needs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Our English-proficient students who are in a side by side dual language program take El Examen de Lectura en Espanol (ELE). In addition, the 8th graders, both EP and ELL students, took the NYC Second Language Proficiency Exam in Spanish during the month of June, and all students passed the exam. EP students outperform our ELL students in NYS and City Assessments. An observation is that these students who outperform our ELLs were former ELLs themselves and are receiving instruction in both languages in the dual language program

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

We collect and analyzed the data from the state tests for Math, ELA, and Science to assess the progress of our ELLs. We also look at the NYSESLAT results. We look for improvement in the four modalities and analyze progress based on the strands in each assessment. The information collection practices will support a valid and objective appraisal of program success for our ELL's students. The use of observational information as well as a review of records is considered and appropriate data maintained so that the success of school programs can be measured in terms of student performance. This data is organized and arrayed in a manner that helps enable the school and district to evaluate student performance outcomes over time and to follow the performance of students after they have transitioned from ELL programs. These data also helps the teacher to plan lessons with measurable objectives aligned to the common core standards, where ELL students have the opportunity to have differentiated instruction, scaffolding and any other effective strategies that will guide and help students meet the AYP goals. Information collection sources may include: performance on standardized achievement tests; standardized language proficiency tests; English oral, reading, and written skills as demonstrated by grades in language development courses; year-to-year test scores; teacher observation; parental observations and feedback; records on length of time from entry to transition and/or exit from program; grades in core classes; and graduation rates. Longitudinal data can be useful in evaluating overall language development of ELL students. Disaggregation of data by students who are currently in the program and those who formerly received services but who have been determined to no longer need services may be particularly useful.

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.

1. Upon initial enrollment, all new incoming students and their families will be administered the Home Language Questionnaire to determine the predominant language in the home. Home Language Survey interviews will be conducted by the Bilingual Coordinator and the ESL teacher. Both are pedagogues trained in the ENL intake process, with ESL and bilingual certifications. They will assist parents of newly registering students in completing the Home Language Questionnaire. Two additional pedagogues will be trained in the ENL intake process to ensure that Home Language Surveys can be satisfactorily completed, in the event that neither the Bilingual coordinator nor the ENL teachers are available. Home Language Surveys will be provided in parents' preferred languages. Support for parents requiring translation/interpretation services in the languages of Spanish may be provided through the assistance of P.S. IS/018 staff members proficient in this language. For parents requiring assistance in languages for which no translation support is available, within the school building, the Bilingual Coordinator will contact the DOE's Translation and Interpretation Services unit to arrange for translation services. The initial ENL identification process will include: completion of Home Language Identification Survey, an oral interview of the parent in their preferred language and of the student (to officially determine student's dominant language), an assessment of answers to Home Language Questionnaire, the recording of language information on home language forms, and the notification of OTELE codes to the school's Pupil Accounting Secretary, who will enter codes into ATS system. Students whose home language is determined to be one other than English, will be administered the English LAB-R for their respective grade level, by one of the aforementioned trained pedagogues, who will hand score answer documents of assessed students. LAB-R will be administered within 10 days of initial enrollment. The Bilingual Coordinator will keep copies of answer documents and hand scores on file. Students scoring below the minimum passing score for their grade level will be identified as ENL students and are eligible for ESL services. Students with Spanish as their home language, scoring below the minimum passing score, will also be administered the Spanish LAB-R. Hand scores and answer documents for Spanish LAB-R will also be kept on file by Bilingual Coordinator. Original completed answer documents, for both English and Spanish LAB-R assessments, scanned in the ATS system and submitted to respective Borough Assessment Office, for official scoring. Parents of newly identified ENL students will be notified of their child's status via entitlement letters, within 10 days of initial student enrollment, in parents preferred languages. Students passing LAB-R will receive non-entitlement letters, also in parents preferred languages. Parents of newly identified ENLs will also receive an invitation to attend a parent orientation to be conducted by the Bilingual Coordinator, school administrators, and Parent Coordinator. Parents will also receive Parent Program Selection forms and surveys in preferred languages and will have a choice of attending morning or evening sessions of the orientation. Orientations will also be conducted in parents' preferred languages, as per parent responses in HLIS. P.S. /IS 18 will provide orientations, as requested, in Spanish. P.S.18 staff members, fluent in the listed language will provide assistance with translation and interpretation. Translation services for additional languages may also be requested and Bilingual Coordinator will contact DOE's Translation and Interpretation unit to request language support, as needed. During orientations, parents will be provided with information on the ELL identification process and state ELL guidelines. They will have the opportunity to view the DOE's orientation video for parents of identified ELLs, explaining the various program models available for the education of

their children. Parents will also be notified of the availability of all the information provided through the DOE's website and will also receive informational brochures for parents of in their preferred languages. Parents will also be informed of the possibility of assisting them in locating an alternate site, should the program of their choice not be available within our school. Parents will submit parent program selection forms and surveys at the conclusion of orientations. Parent orientations are ongoing throughout the school year, for each newly entering student identified as an ELL. The process of ELL identification, LAB-R administration, communication with parents regarding ELL or non-ELL status, parent orientations, completion of programs selection forms and surveys, and student placement will be initiated and completed by the assigned pedagogues within 10 school days of student initial student enrollment. The NYSITELL results will determine if students are entitled to bilingual/ESL programs and services. The bilingual coordinator will administer the Spanish LAB version if the student is identified as an ELL student (B, I, or A). The Spanish LAB version measures the Spanish language proficiency of native speakers of Spanish. LAB raw scores measure what a student knows, how much language proficiency the student has. The scores of the Spanish LAB obtained by the student at each grade are placed into a conversion table where we use the 89-90 percentile since a higher raw score is required to reach the same percentile rank score on the new norms than was required on the old norms. Students who are entitled to receive ESL services will be re-evaluated annually during the months of April and May in the English language. In order to examine the students, the bilingual coordinator will look on ATS under the RLER screen to know who are the students eligible for LAB-R or NYSESLAT. According to the Citywide and State Assessment Calendar each student will be examined first in the speaking part during the months of April and May. After this part is done for all ELLs, the parts of Reading, Writing and Listening will be administered according to the calendar on 3 consecutive days. All eligible students must take all four parts. The New York State English as a Second Language Achievement Test (NYSESLAT) will be administered to determine if the student with limited English proficiency continues to be limited English proficient, based upon the student scoring below a state designated level of proficiency on the NYSESLAT. Students will continue to be evaluated annually until they test proficient on the NYSESLAT. As students test out, they will receive support services and testing accommodations for the next two years.

Program Choices for Parents:

Parents are invited to watch the "Orientation video for Parents of English Language Learners by the NYC Department of Education as a whole group, in English and Spanish, where the different programs are explained. If parents cannot watch the video for whatever reason, they will be invited to watch it in the computer as they register their child, where they will view and discuss the video with the bilingual coordinator in relation to the program choices. If parents claim they don't have the time to watch it, they will be asked to come in another time to watch it and discuss it. After this information is explained to the parent, the parent will decide which program is best suited for his/her child. If we do not have the program the parent requests, he/she will be reminded of the program we offer, TBE (grades K-6) and dual language (7-8), and it is their choice to decide what is best suited for their child. Also, parents will be reminded if they do not fill in the choice the student belongs in a TBE program. Parents are also notified that during spring the NYSESLAT will be administered to all ELL students to determine whether or not they will continue to qualify for ENL services. If the school does not offer a program in their preferred language due to the lack of resources to offer in their preferred language we may suggest a school that offers their preferred language needs. If the parent choice is to keep the ENL child in our programs offered by the school the child will be placed in a monolingual class that offers the required ENL services according to the 154 regulation where English as a New Language instruction is required to be offered through Integrated ENL/ESL (ESL methodologies in content area instruction co-taught or individually taught by a dually certified teacher).

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).

First step to identify SIFE Students is done through an initial interview conducted by the bilingual coordinator, the ENL teacher, the parent and the child during the student enrollment to school. (Screening process). A home language questionnaire is administered then identifies what language the student fluently speaks and communicates. After this screening the following important indicators is identified to determine if the student is eligible to be a SIFE student. Indicator 1. If the English Language Learner student is a newly arriving immigrant to the school system who has little or no formal education or who its education began but it was interrupted by any circumstances including migration, lack of facilities or any cultural or economic circumstance. Indicator 2. If the student is several years below their age / grade appropriate level in school related knowledge and skills. Indicator 3. Low literacy skills in native language. Indicator 4. Frustration Indicator 5. High risk of giving up or dropping out school. Then the student is offered a SIFE placement that is based upon documented information collected during the identification process. Upon identification, the cross disciplinary team should facilitate, in a timely manner, the placement of SIFEs in mandatory standards based ESL and content area classrooms. In addition, bilingual education instructional models, pursuant to CR Part 154, should be implemented. The bilingual coordinator interviews the student in the home language through a questionnaire that will gather the following that will include personal information about the language divided into 4 parameters (1. home and family roots, 2. educational history, 3. language and alphabetization practices and 4. Other questions) upon the questionnaire administration. Within the 30 days of registration the procedure to evaluate a SIFE student is done by the Bilingual coordinator who administers tests in math and English to determine the student's current academic level. Based on the results of the NYSITELL, students are placed in a transitional bilingual (K-6) or dual language class (7-8). If the student has attended schools in the US for less than 12 months, at initial enrollment they are identified as SIFE if they are in at least third grade and their academic skills in English or in the home language are two years or below their grade level. This screening process and identification of indicators complies with the CR Part 154 guidelines that applies to the identification of all

LEP/ELL's providing access and equity relevant to the student's enrollment in PS /IS 18 and provisioning appropriate and meaningful educational opportunities to our students. PS/IS 18 facilitates to SIFE Students a cross-disciplinary team of teachers who coordinate, plan and facilitate their skills to comprehensive approach. This team in PS/ IS 18 is composed by The Bilingual coordinator, ENL teacher, guidance counselor, social worker and the other committed teachers who will be serving these students. PS 18 offers these student a curriculum that complies with the common core standards that enhances students opportunities to achieve by offering extended time, differentiated instruction, participation in after school programs and many other educational strategies that are committed to the success of all students .

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).

Our school's IEP team reviews the student's IEP in SESIS and determines the language in which special education programs and services will be delivered. The LPT determines whether the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the students does not have English acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal agrees that the student should not be given the NYSITELL, the final decision is made by the superintendent or superintendent's designee.

The LPT team in our school is composed of our principal, assistant principal, two certified bilingual teachers, the licensed ENL teacher , the director of special education, and the student's parent or guardian.

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.

The bilingual coordinator of PS IS 18 informs the parents of the results of the NYSITELL and the ELL status of the students using the standard parent notification letter in the parent's preferred language. The bilingual coordinator keeps a binder of the letters. A copy of the dated and signed letter is retained in the student's cumulative folder. DOE Entitlement letters have been prepared and mailed home, in English and the native language, by the Bilingual coordinator and ENL teacher, to all new ENL students, within the first 10 days, inviting parents to the Orientation meeting described above. At the Orientation meeting Parent Survey and Selection forms are provided in the Native language and completed at the meeting with assistance from staff when necessary. For those parents unable to attend the Orientation meeting DOE brochures and Parent Survey and Selection forms are mailed home in English and Native language with a letter asking them to call for further assistance to ensure informed choice and a timely response. As soon as the Parent Survey and Selection forms are completed and returned the results are entered into ATS on ELPC. Parents Survey and Selection forms are stored in the ENL Administration cabinet in a locked Related Services room to ensure security. DOE Non-Entitled (scored out of ESL on the LAB-R), Continued Entitlement (scored into ESL on the NYSESLAT), or Non Entitlement (scored out of ENL on the NYSESLAT), are all mailed home in English and native language, within the first 10 days of the school year. Copies of the parent letters are retained in the ENL Administration file cabinet by the bilingual coordinator and the ENL teacher.

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).

Beginning in the 2015-2016 school year, a student who has undergone the ELL Identification Process may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from the student's parent or guardian. The bilingual coordinator is responsible for notifying the parents in writing in their home language of their right to appeal the ELL status. The bilingual coordinator keeps a binder of the letters. A copy of the dated and signed letter is retained in the student's cumulative folder. PS IS 18 school is a K-8 and our population their ages fluctuate from 5 to 14 years old after this age students are referred to high school as they provide a program according to their age . For this mainly reason we do not have 18 years old or plus in our school and is not applicable the 45 days right to appeal for parents .

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.

When a new ELL is enrolled, parents attend an orientation where they view the Parent Orientation video in their preferred language. During the orientation, the school provides information on standards, curriculum, and assessments. The parent orientation session includes a high quality section on the Common Core State Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation is in the language that the parent or guardian best understands.

The TBE program is the default placement when a parent survey is not returned.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three program models at the parent orientation, parents receive a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 to 10 school calendar days. If the parent does not return the form within 5 to 10 school calendar days, the student is placed in a bilingual program if one exists; otherwise, the student is placed in ENL.

If Parent Surveys and Program Selection Form is not returned within 5 to 10 school calendar days, parents are notified by phone by the family worker, bilingual coordinator, or a licensed bilingual pedagogue and a second letter marked "second request" is sent to the home. Parents will be notified when we call that if they do not return the form back, child will be placed in a bilingual program or ENL. Records of attempted contact and follow up are kept in binders in the office and in the bilingual coordinator office. If the completed and signed form is not returned within 5 school calendar days, the student is placed in a bilingual program, otherwise in ENL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The bilingual coordinator monitors the completed and returned Parent Survey and Program Selection forms and initiates outreach as necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Bilingual Coordinator sends letters to parents in their preferred language indicating in which program their child (children) has been placed according to NYSITELL results. If the child is proficient, the parent will receive a letter of non-entitlement services.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents are kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, a binder of ELL Critical Documents which contains these documents is maintained in the school's main office.
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.

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

If a student is absent during the administration of any component of the NYSESLAT, the bilingual coordinator will take the student from a non-core subject class (gym, art, or music) to administer the subtest(s) that were missed.

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

Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English language learners must take the NYSESLAT. The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status. The Bilingual Coordinator sends Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. The records of transferring ELLs are reviewed to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).

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).

Throughout the years, our school had become known by our community, so parents usually know about the programs we offer before they come. Over the years, most parents selected the dual language program. In 2013, when parents who requested a monolingual class and as mandated by CR Part 154, where 15 parents or more requested a program we didn't have, we opened a class for those children. We currently offer transitional bilingual and monolingual classes in grades K-6 and a dual language program in Grades 7 and 8 only. As per the Consent Decree, we make sure that ELL students are offered a place in a transitional bilingual class at the appropriate grade level. The program choice for new admits for 2014-2015 were: 81% bilingual (26/32); 13% dual language (4/32); and 6% English only (2/32). If parents choose a program that is not offered at our school (a bilingual program in a language other than Spanish), we refer them to another school within our zone that offers the program.

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]).
- Freestanding ENL program.
We do not offer a Freestanding ENL program.
 - TBE program. *If applicable.*
We have one TBE and one monolingual class per grade in the elementary school. Students are placed in TBE classes according to parental preference. Students in the TBE class are mixed proficiency levels.
 - DL program. *If applicable.*
The middle school (7-8) follows a 50/50 model that is composed of a two-week cycle. Every content area is taught in Spanish and English for two weeks and then in English for two-weeks. The subjects are also color coded by language. Students are grouped in heterogeneous classes and they travel together as they switch classes. Most of our middle school staff is fully bilingual and licensed in the subject area they are teaching. We also have licensed teachers who are English speaking only in our side by side dual language program in the English component.
We also have two special education classes, one is composed for grades 2nd, 3rd and 4th. The other special education is for grades 5th, 6th, 7th and 8th. They have a 12 to 1 setting. Both classes are monolingual with a bilingual paraprofessional. In the lower grades we have two one-to-one bilingual paraprofessionals. Both classes have a push-in by the licensed ESL teacher, who served the students for two consecutive periods from Monday through Friday in accordance to the student's IEP requirements.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As indicated by the Spring 2015 NYSESLAT scores our ENL's proficiency levels Entering (Beginning), Emerging (Low Intermediate), Transitioning (Intermediate), Expanding (Advanced) Commanding (Proficient) English. Students demonstrating Commanding level will receive 90 minutes per week, those demonstrating Expanding and Transitioning levels will receive 180 minutes

per week of ENL instruction and those scoring Emerging or Entering levels will receive 360 minutes, as per CR Part 154. Those students who have reached a Proficient level on the spring 2015 NYSESLAT exams will continue to receive ENL support through the end of the next marking period and continue to receive extended time and other ENL accommodations on all New York State assessments for the next two years. ESL students have four push-in or pull-out ESL periods a week, and each ESL student also attends four small group Enrichment periods a week, with ESL and other content area teachers, to comply with CR Part 154 mandates. All ENL students receive 8 full 46 minute periods of ELA instruction per week. In grades K-5, Social Studies, Math, Science, and Technology are delivered in the home language. The literacy block is based on the Common Core curriculum using the mandated number of minutes per week. Teachers indicate in their planning the units allocated to students at each proficiency level.

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.

In Grades K-5, Social Studies, Science and Math are delivered in the home language using the eight SIOP components. Instruction in the core content is delivered in a 50/50 Spanish/English model on a two week cycle in the Dual Language program. Literacy is taught using ESL techniques and tools using specific models of Balanced Literacy Program and aligned with the Common Core State Standards. Math and other content areas are scaffolded for ENL's using ENL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, manipulatives, and pictures to teach vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners, and inquiry based interdisciplinary projects to enable students to transfer key skills and concepts. ENL's meet in their Enrichment classes to target Common Core vocabulary and concepts to help make the challenging content comprehensible. The Math and Science curriculum includes discreet literacy classes for targeted content area vocabulary development specifically with ENL's in mind. The regular classroom texts and lab books are used during push-in sessions for content areas. Each of those content area classrooms have been provided with the Spanish versions of the texts, along with Department of Education Word-to-Word Glossaries for content area subjects in Spanish. ENL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ENLs and special needs students), various pedagogical resources, such as English at our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and reading comprehension, as well as other effective strategies for some of our ENL's with special needs.

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

Conferencing, formative assessment, Fountas and Pinnell assessments, teacher observations and running records provide teachers with data assessing ELLs academic progress.

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

Formative assessments targeting listening, speaking, reading, and writing, monitoring progress through observation, rubric-aligned writing tasks and monitoring Fountas and Pinnell reading levels.

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

Differentiated instruction:

Teachers use assessments in order to create differentiated instructional groups throughout the school day for all our students. Students may be grouped by ability, interest, learning style, or language proficiency for particular tasks.

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

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

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

proficient peers in their heterogeneous classes who model language use.

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

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

7. 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.

If the student has been re-identified as ELL, or non-ELL, the principal provides additional support services to the student as defined in CR Part 154-2.3(j).

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?

Services for Students with Special Educational Needs

At PS/IS 18M all students who have Individualized Education Plan (IEPs) receive the full continuum of services including an IEP teacher, Special Education Teacher Support Services (SETSS), instruction in self-contained classes, and related services such as speech therapy, physical therapy, occupational therapy and counseling, adaptive physical education, as ISC team comprised of a psychologist, a social worker and a family worker.

At the present time PS/IS 18M has two special education classes. A fourth and fifth grade (bridge) 12:1:1 self-contained class, with a special education teacher, one classroom paraprofessional, and two one-to-one crisis paraprofessionals. We also have one K-2 special class 12:1:1, with a special education teacher, a classroom paraprofessional and one health paraprofessional.

Every student with special needs is to receive an appropriate IEP and services in his or her least restrictive environment. At the same time, the needs of students who are at-risk for referral are also to be met. To make possible the support of both, the Department of Education has, for flexibility, created numerous options. One example of these flexible options is the Special Education Teacher Support Service (formerly consultant teacher and resource room). Special support services are offered by the special education teacher support provider either in students' home classrooms or in a separate location, and may be direct or indirect. The exact structure of this service is detailed on students' IEPs, along with the size of groups in which students will be placed.

Our model typically provides for:

- Six (6) students at a time when pulling-out: 8 when pushing in.
- All instruction in English.
- Academic subjects are taught in English using special education instructional strategies.

The model looks like:

- 6 students attend SETSS classrooms at a time.
- OR the SETSS provider circulates throughout the classes to support the IEP and At-risk students, assess needs, and evaluate progress as it relates to the individual student's IEP.

The SETSS provider is responsible for the development of the IEP, for creating lesson adaptation and modification, behavior plans, and for training the general education teachers involved in the program to carry out these plans when the SETSS provider is not in the classroom. SETTS teacher helps general education teachers to see themselves as supports to all students in a classroom

Number of students served by this service:

28 IEP mandates (8 out of 28 are ELLs)

6 periods a day

Services and Responsibilities Provided by IEP teacher:

- Design, assess and evaluate progress in student IEP goals.
- Provide one-to-one supports, direct instruction and assessment for P.S 18 students in general education classrooms.
- Adapt and modify curriculum through published and teacher made material.
- Perform Functional Behavioral Assessments (FBAs) and develop Behavior Intervention Plans (BIPs) as needed.
- Provide small group instruction and co-teach as needed in the classroom.
- Participate in student planning meetings with the general education teacher(s), and related service providers.
- Model specific teaching techniques for the general education teachers to use with each student.
- Collaborate with trans-disciplinary team members to ensure input and involvement of related service providers.
- Develop transition plan for students moving from school to post-school options, from one grade to another, or from one school to another.
- Work with families to align goals and practices between home and school.
- Share expertise in curriculum adaptation, individualized instruction and positive behavior strategies with team.
- Strengths and weaknesses of students are addressed through modification of general curriculum as mandated by individual IEP requirements.

Overall deficits in reading and Math are addressed through multi-sensory and highly structured instruction that pays attention to multiple intelligence, Blooms taxonomy, informal assessments, and the problem-solving approach to teaching learning disabled students.

Services and Responsibilities Provided by SETSS teacher:

- Design, assess and evaluate progress in student IEP goals.
- Provide one-to-one supports, direct instruction and assessment for P.S. 18 students in general education classrooms.
- Adapt and modify curriculum through published and teacher made material.
- Provide small group instruction and co-teach as needed in the classroom.
- Participate in student planning meetings with the general education teacher(s), and related service provider.
- Model specific teaching techniques for the general education teachers to use with each student.
- Share expertise in curriculum adaptation, individualized instruction and positive behavior strategies with team.
- Strengths and weaknesses of students are addressed through modification of general curriculum as mandated by individual IEP requirements.

Related Services - Speech Provider Model

Service students with learning, and academic delays, articulation, language and fluency disorders.

Caseload - These students are serviced as part of a mandated pull-out program. All of them have IEPs.

This service includes students in grades K-12.

Teachers front-load background knowledge, use explicit vocabulary instruction, teaching Latin roots and base words, prefixes and suffixes, and cognates. Teachers carefully scaffold texts and engage students in paired and small group accountable talk. Students use graphic organizers and strategy charts, and process charts to write paragraphs. Accountable talk prompts are used to support academic discussion and peer evaluation of work using rubrics.

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?

Our school believes in the equity of academic services for all members of our academic community, especially English Language Learners and Students with Disabilities. All teachers differentiate their instruction to ensure that all of the constituents of their classroom can access grade appropriate materials. There are a myriad of instructional strategies that our teachers implement in the classroom to reach these students. All teachers use assessments to create groups that will help solidify understanding for all students. Students with special needs are grouped heterogeneously when they need peer motivation and interaction. If they need more individualized attention, our teachers create homogenous groups while working on interventions that help these students assimilate academic materials. Some of these interventions include scaffolded and tiered activities that give students a step by step template for implementing skills that lead to enduring understanding. Some of these tiered activities are implemented to help them gain comprehension including author's purpose, symbolism, figurative language, and other elements of English Language Arts. Graphic organizers are often a salient feature of these interventions. When they are used consistently these repetitive strategies become solidified in the student's repertoire of skills. In addition, the explicit teaching of vocabulary is essential for the academic milestones for both ELL's and SWD. Once students become familiarized with the academic language relevant to the texts associated with the tasks, teachers ask students to engage in academic conversations that demonstrate a mastery of said terms.

Technology

In an effort to increase the rigor, teachers use common texts for all students, irrespective of their reading level. The teachers

Chart

focus on depth rather breadth. This is an involved process that is lengthy, but well worth the wait. When students chunk the information and really take the time to process the information, the walk away with a wealth of knowledge, a sense of accomplishment and self-realization. This is an essential component of the educational process. In our school all students are expected to delve into grade level texts such as Ready Gen in the early grades and Codex in the upper grades. The pacing and structure of the instruction is modified according to the needs of our students. As a way of enriching their understanding, movies, songs, and visuals are introduced. Students are exposed to supporting texts that enrich their understanding of the common text. Often time, these supporting texts are gathered from News Ela from Scholastic. The wonderful thing about News Ela is that it classifies text based upon Lexile level. Since our self-contained special education classrooms contain a three grade bridge, this is of particular use to these classrooms because the same text could be modified so that all members of the classroom could access the text. Teachers are using homogeneous proficiency groups (A/P, B/I) within their ELA literacy period. Workshops for teachers in ESL and Special Education. ESL push-in services, pull-out programs, push-in SETTS. Small group instruction in Special Education classes 12:1. SETTS teacher pushes-in self-contained monolingual classes and side by side self-contained dual language classes. Students who have an IEP and attend a Special Education class and General Education.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.					

Chart

**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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

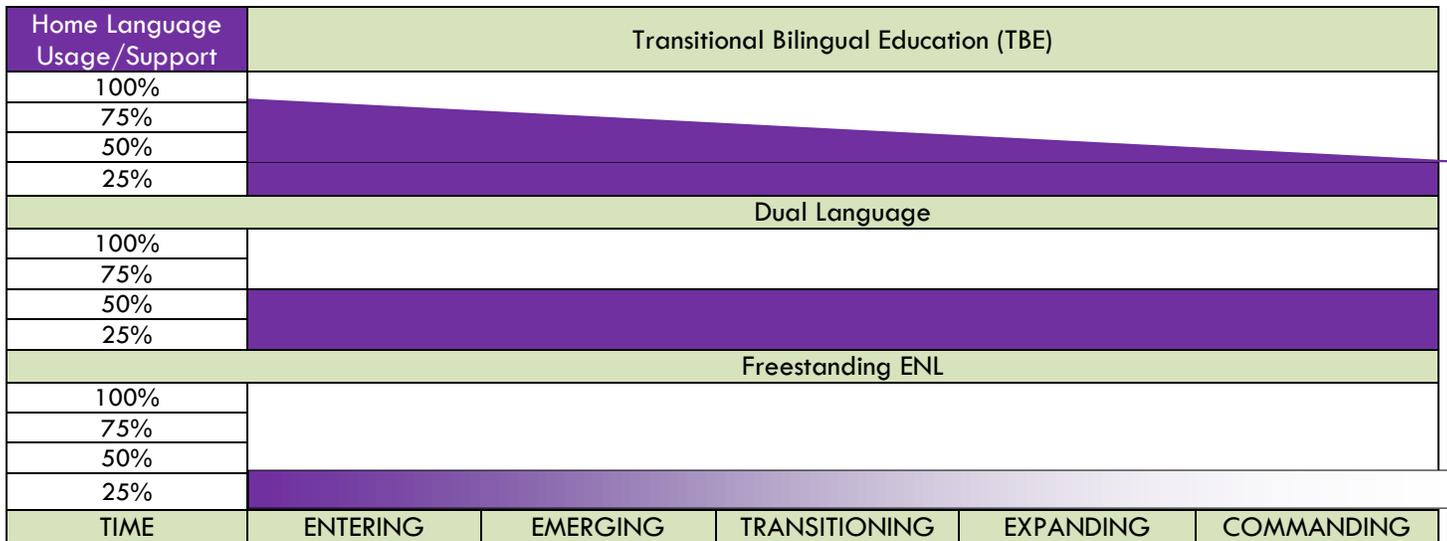


*Note: “other approved services” does not apply to New York City at this time.

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. Our ELLs are invited to attend the after school Title III program (which are small groups) every Wednesday and Thursday, from 2:30 to 4:00 P.M. In addition, we offer small groups on Saturday Academy test preparation ELA and math classes for ELL students who are behind in these academic areas. The licensed bilingual science teacher offers after school test preparation on Tuesdays and Thursdays from 2:30 to 3:30 for the state science exam for ELLs in grades 4 and 8. Students are also pulled out two periods every day for ENL services by a licensed bilingual teacher in grade 8. Our Special Education ELL students receive ENL push-in and SETTS as per their IEP. Our ELL students receive mandated services and teachers are continuing with the SIOP training and they model instructional strategies to target their individual needs during content area English Instruction. As our school is required 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 and for each applicable grade in our school.

Type of Academic Intervention Service (AIS): English Language Arts (ELA)

Criteria for determining AIS services : NYSED Scores '15, RR/F&P, K-2 Waterford Results and NYC Performance Tasks

Type of Program or strategy (e.g. repeated readings, interactive writings, etc.): Differentiated grouping, scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals, realia, Guided Practice, Direct Instructions

Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.): Small group by teachers, push-in, pull-out, service providers

When the service is provided (e.g. during the school day, before or after school, etc.): During school day. Intended after school program and professional periods.

Science, Social Studies and Mathematics are exactly the NYSED'15, the criteria for determining the AIS services it is NYC performance tasks , teacher end of unit assessment and the type of program or strategy is differentiated grouping , scaffolded tasks, modeling/interactive writing, use of manipulatives, visuals and realia. The method of deliver for services are small groups by teachers, push-in, pull-out service providers. Services are provided during school day, professional periods, intervention periods and also intended after school programs. Social Studies is also included during Urban Arts Connection .

At -Risk Services are provided by the guidance counselor , school psychologist, social worker, etc. The criteria for determining AIS Services are teacher anecdotes, ilog information, parental input and requests, NYS exams, formal/informal assessments. The method of delivery for these services are small groups, individual and pull-out. The services are provided daily, as needed, once per week, as per teacher input.

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

The effectiveness of our current program and how is meeting the needs of oue ELL'S in both content and language development are developed the following way newcomers in K- 5 are using the Waterford digital curriculum which provides an individualized experience from introduction to mastery of critical concepts in the subject areas of reading, math, and science. The iReady digital curriculum is used in grades 3-8 to provide an individualized instruction. Teachers use visual and tactile activities that provide ELLs with adequate repetition and practice of new vocabulary words and concepts. Student conversation in a small group is centered on what is actually happening at the moment as the task is completed, either in English or Spanish. PS 18 Supports oral language development by increasing oral language proficiency which allows students to participate in academic discussions, understand instruction, and build literacy skills. Students with more developed first language skills are a able to develop their second language skills. Vocabulary knowledge plays an important role in oral language proficiency. ELLs are provided direct teaching of new words along with opportunities to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with authentic and motivating texts. Students who build oral proficiency in a second language are supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include: establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing also supports oral communication. At PS18 students are receiving explicit instruction and preparation techniques to aid in speaking with others by teaching words and grammatical features that are used in academic settings. Explicitly teaching academic English language is contextualized, abstract, technical, and literary. At PS 18 academic language is not limited to one area of language and requires skills in multiple domains, including vocabulary, syntax, grammar, and phonology. Understanding the differences of informal language and academic language is important. Opportunities to learn and practice academic language are essential. Students must be exposed to sophisticated and varied vocabulary and grammatical structures and avoid slang and idioms. Opportunities and instruction on using academic language accurately in multiple contexts and texts is of critical importance for all English language learners. School wide efforts and coordination of curriculum across content area teachers help build on a foundation of prior knowledge. At PS 18 cultural diversity is valued; ELLs typically face multiple challenges in the transition from home to school as most are from culturally diverse background.

PS 18 reaffirms the social, cultural, and historical experiences of all students. Teachers and students are expected to accept, explore, and understand different perspectives and be prepared as citizens of a multicultural and global society. Opportunities for teachers and students to interact with diverse cultures are created in multiple ways through inclusive teaching practices, reading and multimedia materials, school traditions and rituals, assembly programs, and cafeteria food that represent all backgrounds. PS 18 Involves parents and community in a meaningful way with outreach and letters to homes, bulletin boards, and staff helps build appreciation of diversity.

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

We already have the Title III supplemental instruction based on students' needs as per their proficiency level. Also, the Spanish math after school program only for ELLS, the after school ELA program for ELLs who are falling behind. In addition, we offer Science after school program to all students including ELLs as they need to pass the NYS Science exam. The BOOST Program, offered to students in grades 6 through 8, which is sponsored by the Network, gave the school \$6000 for all students who are exceeding academically, have excellent behavior, and are capable of doing their own planning in theater and drama, including trips to Broadway shows. ELLs student who excel in math participate in two middle school competitions - Mathcounts and the National Museum of Mathematics middle school competition. The ST Math program grant expires in February 2016 but we are looking to continue our ST Math program as it helped our ELL population to increase in their state Math test .

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

N/A

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

ELLs participate in all school programs and activities in a heterogenous environment with EP students. ELLs receive supports to address their language needs. In order to be part of our after school programs, parents receive an invitation letter where they must agreed that their children should participate in after school clubs such as volleyball teams for girls, basketball teams for boys, cooking classes (which parents are also invited), dance, debate clubs, arts and crafts, band, chess club, theater, robotics, science, math club, computer science, homework, remediation, etc. In addition, Repertorio Español is going to start a free 20 session classes for intermediate school students grades 6 and 8. The aim of the program is to instill cultural pride, promote self awareness , divulgent the richest of Spanish language theater . Repertorio Espanol is committed to make a theater accesible and part of the classroom experience. Our students had participated in the last two years in Repertorio Espanol clasess where they learn to write their own theater pieces and to perform as artists ath the end of the classess. This helps ELLs students to develop writing and reading comprehension skills by also creating critical thinking skills amongst our students .In this program SIFE students were also participants enhancing their opportunity to reflect and improve in academically skills. Our teachers differentiate in order to support our students' needs helping them to develop the understanding the and appreciation for live theater. This experience built their litercay skills, helping them become even more resilient in their personal lives .

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.

We support ELLs in K-2 build foundational skills in reading, science, and math with Waterford Early Learning. In elementary and middle school, students have at home access to iReady. Both of these programs are adaptive to individual students' needs. In the middle school, we are participating in a grant from the Department of ELLs and Student Support (DELLSS) to pilot STMath, an intervention program that support visual learners of mathematics.

Our classrooms are equipped with SMART Boards and digital projectors to facilitate the instructional process. ELLs are also provided side by side copies of text in English and their native language, as a way of promoting language acquisition. Graphic organizers and explicit vocabulary instruction are used in tandem to support the needs of this population.

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

Home language support in DL classes follows the mandated units based on language proficiency levels according to CR Part 154-2. The home language supports in the following programs are developed; in the Dual Language Program (DL) in the middle school, students receive two weeks of instruction in their home native language, alternating with two weeks of English instruction .Teachers face the additional challenge of gauging and instructing students with different proficiency levels in their home language as well as in English. At PS 18 Dual language program serves both ELL students in need of English language development and monolingual English commanding students who are interested in learning a second language. Both groups provide good linguistic role models for each other and, through their interactions, support language development in both languages. At PS 18 students in a dual language program should remain in the program during their tenure in the NYCDOE schools. Therefore, even after the student reaches the proficient/commanding level on the NYSESLAT (former ELL status), the student should continue to remain in the dual language program (two years by law services are required). Dual language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the other/target language. Language is taught through content areas as well as through literacy. All instruction ,strategies and materials are NYCDOE Common Core –aligned to accelerate student achievement .The primary language acquisition goal of Dual Language programs are the

development of a grade level appropriate bilingual and biliterate academic skills in both English and the target language for all students .

At PS 18 the in the Transitional Bilingual Program (TBE) students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. TBE teachers are critical to ELLs' transition from home language to English since they serve as language models for both; therefore, they must demonstrate strong academic language proficiency when delivering instruction in either language. Successful TBE teachers help students cultivate a strong appreciation for reading. These teachers ensure that ELLs are familiar and comfortable with reading by helping them develop strong literacy skills in their home language first. Also, TBE teachers are likely to instruct students with various levels of content mastery and literacy development. While variations are similar to those found in general education classrooms, TBE teachers face the additional challenge of gauging and instructing students with different proficiency levels in their home language as well as in English. PS 18 promotes a two-language system of instruction. Students learn language concepts and knowledge in their primary language at the same time they receive instruction in English. Teachers build on growing language skills through the interplay of two languages. Instructional strategies and materials are used at our school to help students achieve successfully in their transition to a new language. Differentiated instruction, scaffold, common core aligned text books, dictionaries, graphic organizers, writing mechanics, technology resources, fix up strategies . In the literacy program we use *Calle de la Lectura* for grades K to 6 by Scott Foresman. For example one of the novel that our middle school students read in sixth grade is *Becoming Naomi Leon* by Pam Muñoz Ryan which is also in Spanish "Yo , Naomi Leon". Another example is that in seventh grade the students read the novel *Island of The Blue Dolphins* by Scott O'Dell is also in Spanish "La Isla de los delfines azules". These are differentiated ways in which students can comprehend reading in the language that they prefer without losing the context of comprehension and not giving up on what they read. As a student's English proficiency increases more of his /her instructional day is spent learning in English. In TBE programs, teachers must make considerations when determining which language is best to teach certain concepts. They also must consider carefully the intellectual demand of concepts, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. Teacher challenge students to cultivate a strong appreciation for reading, ensuring that ELLs are familiar and comfortable by helping them develop strong literacy skills in their home language first.

In PS IS 18 the home language support is delivered in the ENL program by using the push-in and push-out model. The licensed ENL teacher pushes in working with ELLs in collaboration with the classroom teacher to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning. As per mandate the pull-out program ensures that the students will receive the academic the academic unit instruction as per their proficiency level. Pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ENL teachers need to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction. Both push -in and pull-out strategies the ENL students time is guaranteed according to their proficiency level .In middle school the licensed bilingual educator pushes in to give extra support to our ELL students. Materials used to develop the ENL curriculum are dictionaries, visual aids ,manipulatives, graphic organizers, aligned common core standrads books , relia and many other materials that will increase the ELL students knowlegement.

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

Our school believes in the equity of academic services for all members of our academic community, especially English Language Learners and Students with Disabilities. All teachers differentiate their instruction to ensure that all of the constituents of their classroom can access grade appropriate materials. There are a myriad of instructional strategies that our teachers implement in the classroom to reach these students. All teachers use assessments to create groups that will help solidify understanding for all students. Students with special needs are grouped heterogeneously when they need peer motivation and interaction. If they need more individualized attention, our teachers create homogenous groups while working on interventions that help these students assimilate academic materials. Some of these interventions include scaffold and tiered activities that give students a step by step template for implementing skills that lead to enduring understanding. Some of these tiered activities are implemented to help them gain comprehension including author's purpose, symbolism, figurative language, and other elements of English Language Arts. Graphic organizers are often a salient feature of these interventions. When they are used consistently these repetitive strategies become solidified in the student's repertoire of skills. In addition, the explicit teaching of vocabulary is essential for the academic milestones for both ELL's and SWD. Once students become familiarized with the academic language relevant to the texts associated with the tasks, teachers ask students to engage in academic conversations that demonstrate a mastery of said terms. These services and resources are adapted for ELL-SWDs to corresponds to their ages and grades by being appropriate their cognitive needs.

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).

ELL students are involved in all aspects of our school community including extracurricular activities during the afterschool program such as basketball, football, volleyball (girls) coached by the Social Studies teacher, as well as BOOST. ELL students also participate in the chess and technology clubs taught by the bilingual technology teacher. The school does participate in any pre-September orientations(grades K-5). Children's Arts and Science Workshops, Inc. (CASW) offers a summer program for our ELLs. The program ensures that each student is provided with both enrichment activities as well as academic ones. They work to bridge the gap between in-school curriculum and Afterschool programming. We achieve this by offering special initiatives in addition to homework help. Each grade level is staffed with both a group leader and a youth worker, creating the optimal child to adult ratio so that they might serve youth most effectively. Students are also broken up into groups so that they may be best assisted in not only completing their homework but also comprehend what they've learned as retaining information is always the goal. They also create a theme of the month where the entire month is devoted to different topics and ends in a culminating event. This initiative was created in order to expand the paradigm of the students and expose them to a world they might not know about otherwise while teaching them the importance of collective work, public speaking, and encouraging a healthy curiosity of things and people outside of themselves.

In addition, we have an after school program for middle school, East Side House, who have been part of PS/IS 18 since September 2015. The program believes that a student is well mentally, academically and physically can make a big difference in our future society. The program offers the students different activities which can run for a period of 3 to 6 months. Some of the activities are Culinary Arts, Arts and Craft, Homework help, Boys-Girls Club, Sports, Dance 1-2, Robotics 1-2 (STEM, which are a cutting edge technology program that can be adapted or tailor the student's needs, providing school age children with hands-on opportunities to explore their creativity while learning new skills in problem solving, engineering, and logical thinking), Skills Success (College Readiness, Universe, Film, Raspberry Pie, Young Engineers, Law Poetry, Debate, Math Club, Theater and Book Club. The program also hires licensed teachers from the school to provide mandated AIS in math, a licensed bilingual teacher who offers professional development to our staff, also helps them in planning. Students also go on educational trips to museums such as Natural History, Moving Images, Hall of Science, Bowling, Circle Line, Nature Walks, Sony Wonders, including spending the night over at the Intrepid Museum, etc. They also are part of outside agencies like SEA, DDC, and the Academy Columbia University. They also receive fruit bowl from City Harvest making sure that our students have different kind of fresh fruits in a weekly basis and not only that, but they will also educate parents in making healthy choices for their children.

Our school staff offers after school programs such as volleyball for girls, basketball or boys by or Social Studies Teacher. The purpose of the C.H.A.M.P.S. Middle School Sports and Fitness League at P.S./I.S. 18 is to offer additional opportunities for students regardless of athletic ability, to engage in a variety of physical activities, and to encourage these students to find activities that they enjoy and can participate in for life. Our C.H.A.M.P.S. program has three seasons (fall, winter, spring). We currently offer three sports: Boy's Flag Football (fall), Girl's Volleyball (winter), Boy's Basketball (spring). Any 6th, 7th, or 8th grader interested in participating in the C.H.A.M.P.S. Public School/Intermediate School 18 encourages students to participate in the afterschool programs listed below. Other activities may be added as student interest dictates. It is important for parents to know that after-school help is also available. Students will need parent guidance in selecting activities and clubs that give balance to a child's day. A partial list follows: Chess Club, Band, Student Government, Technology Club Yearbook, Nutrition Committee and Flag Football.

The website for PS 18 students is as follow: ps18.wikispaces.com

19. What language electives are offered to ELLs?

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

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)?

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

b. The language of instruction is separated according to time and teacher. In grades 7 through 8 there are dual language programs with two week cycles in English and a subsequent two week cycle in the native language. In the dual language program, students are academically engaged in the target language and acquired language for equal parts (50%) of the day.

c. The Dual Language Model used varies according to the grade. In grades 7 and 8 there are dual language programs with two week cycles in English and a subsequent two week cycle in the native language.

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

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.)
New teachers will be trained in immersion techniques that will support them in planning and delivering comprehensible lessons that will engage all students. Some other topics include: Establishing clear expectations and protocols, Engagement with rubrics, Reviewing data, Integrating technology, and differentiated instruction.
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?
The Department of Education offers professional development for educators of ELLs as well for Special Education staff members, for example, Supporting ELLs, Content-based Instructional Strategies for ELL, Teaching ELLs, Leadership Institute in Upper Elementary Mathematics for Teachers of ELLs, etc.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor who helps all our students transition from middle school to high school invites teachers and students to visit colleges so our students start looking and planning for the future, where the goal is to attend college.
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.

All our staff attend workshops, as it pertains to instructional and the social-emotional needs of our students and our families. We take into consideration the strength and needs of our staff and design a professional learning plan that will best serve our learning community. Some of the topics for professional development workshops include: best practices and clear expectations, collaborative planning via established protocols, engagement with rubrics, the review of regulations and expectations, and infusing technology into the content areas. At the culmination of every workshop, agendas, sign-in sheets, and materials will be filed. In addition, our staff members that attend off-site training will return to the school to turnkey to the staff.

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?

During parental involvement hours on Tuesdays from 2:30 - 3:15 p.m., teachers set up appointments and meet with parents to discuss language development progress, language proficiency assessment results, and language development needs in all content areas. The bilingual guidance counselor or licensed bilingual pedagogues provide interpretation and translation as needed. We ensure that the parent of every ELL student is met with individually during the school year.

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. (Question 2) We send appointment letters and keep logs of all ELL parental communication. Teachers also send emails and communicate about student progress through the Engrade gradebook program.

We hold monthly parent meetings conducted in the parents' preferred language. We offer cooking, step and yoga classes to parents, monthly Breakfasts with the Principal, Parent Pajama Day, we celebrate literacy with parents in scheduled events in grades K-3 and on Bear Day for grades K-8. We invite parents to accompany classes on field trips, for example to Philadelphia this year. Parents attended Repetorio Espanol and a Circle Line Cruise.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the LINC organization which provides parent workshops of the Common Core State Standards and how to give homework help. The CHALK program offers parents a program called "Cooking Matters." We are one of nine schools in NYC to be selected to participate in a AFT/UFT literacy program designed to promote content area reading and a love of reading. Students are given books, and workshops for parents are offered.

5. How do you evaluate the needs of the parents?

PS 18 schedules orientations in September, November, March and May for all parents, including ENL parents conducted by the Parent Coordinator. These sessions include equal access to our ENL parents with native language translation materials and staff interpreters, available in Spanish. For Arabic translation our co-location school has two staff members who provide translation when necessary. DOE Translation and Interpretation Services will be contacted if other languages are needed. We also schedule orientations in the Fall for the families of new ELL's, with translation available in Spanish and during the school year, when necessary to familiarize them with the New York State Standards, various New York State assessments, including the NYSESLAT exams, school expectations, and general program requirements for our ELLs. Translation is made available by staff in Spanish based on parental needs assessment surveys completed by ENL's families at the start of the school year. DOE Translation and Interpretation services are contacted for assistance with other languages. The Bilingual coordinator and Parent Coordinator also participate in the School Curriculum Night and Parent-Teacher Conference Days and Nights for the purpose of school-family collaboration. We send out a parent survey to assess needs where parents indicate what types of workshops they would like. Based on the parents' choices, workshops are provided by the parent coordinator. The Bilingual Coordinator and Parent Coordinator also participate in the School Curriculum Night and Parent-Teacher Conference Days and Nights for the purpose of school-family collaboration. In addition, families of English as a New Language (ENL) students are invited by written notifications in English and Spanish and welcome to attend all Parent Teacher Association meetings throughout the year. Translation is available upon request and based on needs assessment survey. On-going parent workshops are held to address various issues and concerns as they arise. The following sessions are scheduled annually to assist parents with supporting their children: September: General Orientation and Parent/Student Handbook Overview; November: Assessment, Standards, and Report Cards; January: Supporting Students at Home; March: Monitoring Student Progress; and May: Promotional Criteria. The Parent Coordinator generates the needs assessment survey and distributes it throughout the school and to the families of our students, in English and Spanish. The results of the survey are evaluated by the School Leadership Team and Parent Coordinator. In addition the classroom teachers conduct an informal language survey at the beginning of the school year, to determine which families are in need of translation services and translated copies of written materials to ensure that the needs of all parents are met. The Blue Cards are distributed to all the parents at the beginning of each year, information requested in both English and Spanish, along with a letter, in English and Spanish inquiring as to when the best times to meet with them and/or to contact them and preferred oral and written languages for communications. The Parent Coordinator makes this information available to the staff to ensure all parents' needs are met.

6. How do your parental involvement activities address the needs of the parents?

The workshops provide parents with knowledge about the curriculum, how they can assist their children with homework, and how to identify agencies and community organizations that can provide needed assistance. The parent coordinator helps parents fill out the school application forms and works with parents to address behavioral and academic issues with their students. Through a referral process, the parent coordinator connects parents with different organizations within the school. Step, yoga and tai-chi classes address health and wellness issues.

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.

School Name: PS18**School DBN: 06M018**

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)
Connie Mejia	Principal		10/30/15
Donna Mc Guire	Assistant Principal		10/30/15
Alina Reyes	Parent Coordinator		10/30/15
Jazmin Fernandez Alamo	ENL/Bilingual Teacher		10/30/15
Afortunada Fernandez	Parent		10/30/15
Maria Moreno	Teacher/Subject Area		10/30/15
Kathy Rubendall	Teacher/Subject Area		10/20/15
	Coach		10/30/15
	Coach		10/30/15
Rosemary Sarce	School Counselor		10/30/15
Manuel Ramirez	Superintendent		10/30/15
Angela Rodriguez	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M018** School Name: **Park Terrace**
Superintendent: **Manuel Ramirez**

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.learnedoe.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.

Parents enrolling their children in our school must complete the Home Language Identification Survey (HLIS) form. This provides the school of the child's a home language. In addition, the home language is also noted on the Elementary School Cumulative Record Card, the parents must inform the school of the languages spoken at home. Based on this information the school maintains an appropriate record of the primary language of each parent. This information is also entered in the ATS and on the student emergency card. Parents are also given the Federal Parent/Guardian Student Ethnic and Race Identification form to identify their ethnic background. The following 4 steps and placement into the ELL program chosen by the parent must be completed within 10 school days (20 school days for students entering with IEPs). Step 1: Administer the Home Language Identification Survey, Step 2: Determination of NYSITELL Eligibility, Step 3: Administration of the NYSITELL, Step 4: Administering the Spanish LAB

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.

Our parents' preferred language is Spanish. Grades K - 8 including Special Education Clases parents they do speak Spanish . The exception is in K-001, we have one parent who's language is Arabic, but also speaks English and in class 601, there is a student who's parent native language is Arabic, but they speak English and in first grade 101, there is one child who's parent speaks Urdu, but they also speak English. We do have parents who speak Arabic, Urdu, and Russian and they requested that their preferred language to be English.

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 documents, central and regional communications are translated into Spanish. In addition, translation services will be provided during group meetings, one-to-one meetings, workshops on an as-needed basis. Written documents such as but not limited to letters, principal bulletin letters to parents, legal or disciplinary matters, permission slips/consent forms, ELL Entitlement letters, Non-Entitlement letters, Continued services, report cards, the 4 parent-teacher conference meetings/any other parent meeting, safety and health information, school calendar, registrations, applications, entitlement to public education or placement in any special education, after school programs and any other student documents, will be translated in order to communicate with parents. If the parent does not speak the languages provided by the school, we call to the translation unit 718-752-7373 or email translations@schools.nyc.gov in order to help the parents. We also post at the entrance of the building next to the security agent a multilingual welcome poster that can assist them with their native language.

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.

During parent orientation, the parents watch a mandated video prior to enrolling their children in school. The video must be in the parent preferred language. At the beginning of the school year, we invite parents to come to a parent orientation four times during the school year. In May, parents whose children are at risk of failing will be notified. In addition, we have parents workshops throughout the year. In case a parent is called by the guidance counselor, who is fully bilingual, to discuss any matter concerning her child such as a disciplinary matter, HS placement, the child placement in any special education, children living in shelters, any child needs, etc. The attendance teacher, who is fully bilingual, will call parents in case a child is absent to verify the illness or any other reason that child is not attending school on a regular basis, children lateness, the attendance teacher also visits students' home whenever is needed.

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.

The bilingual coordinator, the parent coordinator, the family worker, the guidance counselor, the principal, the attendance teacher provide translation services whenever they are needed. The bilingual coordinator does all the written documents to be translated, also with oral interpretation during Parent Teacher Conferences. The school will identify the written documents to be distributed to parents that contain critical information regarding the child's education, including but not limited to letters, permission slips, consent forms, legal or disciplinary matters, safety, health, entitlement to public education or placement in any special education. ELL or non-standard academic program, applications, student document, registrations, etc.

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.

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

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.)

The principal meets during the staff professional development on Mondays to inform of services provided to parents whenever is need it. In addition, the faculty will communicate with the bilingual coordinator in case they need help on how to translate. The faculty asks the family worker, the guidance counselor, the parent coordinator when they cannot contact parents for whatever reason to please call during the day and make an appointment with the parents to see them. The staff can email parents via Engrade where they can communicate with parents and they will be able to reply.

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

The school sends a written letter to parents notifying them on their rights regarding translation and interpretation services in their appropriate covered languages, and provides instructions on how to obtain needed services. The school posts at the entrance of the school a sign of the covered languages indicating the office/room where a copy of such written notification can be obtained (the parent's bulletin board and at the school entrance). The school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers in accordance to the Chancellor's Regulation-A663 Translations. Parents can also go to the school website to be informed about the Chancellor's Regulations A-633 Translations.

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)

The school gathers feedback from parents through surveys where parents express their feelings and needs. In addition, during the monthly Principal Breakfast parent workshop, parents have the opportunity to give suggestions of what they will like to see happening in school. The principal, the parent coordinator, staff members and parents during the SLT meeting discuss matters that concerns everybody and the suggestions given by parents.