

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>26Q018</b>
<b>School Name:</b>	<b>P.S. 018 WINCHESTER</b>
<b>Principal:</b>	<b>KATHLEEN PEKNIC</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 18 The Winchester School School Number (DBN): 26Q018  
Grades Served: Pre-K - 5  
School Address: 86-35 235th Court, Queens Village, NY 11427  
Phone Number: 718-464-4167 Fax: 718-464-4273  
School Contact Person: Laurie Ann Careddu Email Address: lcareddu2@schools.nyc.gov  
Principal: Laurie Ann Careddu  
UFT Chapter Leader: Mark Amft  
Parents' Association President: John Gavros and Barry Leung  
SLT Chairperson: Laurie Ann Careddu  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): na  
Student Representative(s): na

**District Information**

District: 26 Superintendent: Danielle Giunta  
Superintendent's Office Address: 61-15 Oceania Street, Bayside, NY 11364  
Superintendent's Email Address: DGiunta4@schools.nyc.gov  
Phone Number: 718-631-6943 Fax: 718- 631-6996

**Borough Field Support Center (BFSC)**

BFSC: Queens Plaza North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: 718-391-8320

## 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)
Laurie Ann Careddu	*Principal or Designee	
Mark Amft	*UFT Chapter Leader or Designee	
John Gavros	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	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>	
	CBO Representative, if applicable	
Leigh DiScala	Member/Assistant Principal	
Suzanne Peritz	Member/Parent	
Mariam Singh	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Miriam Zambrano	Member/Parent	
Nick Trombino	Member/Parent	
Annicke Ntambwe	Member/Parent	
Andria Scala	Member/ Teacher	
Nancy Torres	Member/Teacher	
Kristina Cicio	Member/ Teacher	
	Member/	
	Member/	
	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.

PS 18 Q is a Pre K-5 school, located in a working middle class community in Queens Village, New York. This school serves a population of approximately 650 students from culturally diverse backgrounds. P. S. 18 Q is committed to academic excellence by creating highly creative, divergent thinkers through a rigorous and integrated educational experience aligned to the Common Core Learning Standards. A partnership with families fosters a positive relationship between our school and the home. All members of the school community will acquire the skills necessary to be successful life-long learners, open to limitless possibilities and prepared for the challenges of a unique and diverse society. At our school, we believe that each student will thrive with a well-rounded education. Academics are stressed, as well as leadership skills and character education. Through the appropriate instruction and enrichment of innate talents, students will meet high standards and reach their ultimate personal and academic potential. Respect and acceptance of each individual is at the heart of what we do. At our school, every child will excel.

The school received a "Well Developed" on 2013-2014 Quality Review. PS 18 Q currently offers a NYCDOE Gifted and Talented Program for kindergarten - grade five students. This program is designed to support the needs of exceptional students. The Gifted and Talented program delivers rigorous and specialized instruction, aligned to Common Core Learning Standards. The school has five Integrated Co-Teaching Classes (ICT), and one 12:1 bridge class for grades 2, 3 and 4. An IEP/SETSS Teacher works closely with the classroom special education teachers and service providers. Our full-time ESL teacher works in the classroom with English Language Learners (ELLs) or pulls out a small group of students to work on language acquisition skills. Our part-time RTI and AIS teachers work with identified students that need additional literacy support, as Related Service Providers work with mandated students. High performing students in general education classes work with our part-time Enrichment Teacher to extend curriculum.

During the 2014-2015 school year, PS 18Q made progress in Effective School Leadership. Forming an Instructional Cabinet helped begin to develop teacher leaders and build capacity. Teachers who are members of the Instructional Cabinet began taking on more responsibilities including leading PD sessions, attending workshops and turn-keying information, and working on ways to further improve the school community.

At PS 18 Q we also focused on Collaborative Teachers in order to build cohesiveness within and across grade levels. Teachers began working on a regular basis to develop and establish grade-level expectations. Teachers worked on subject/content area teams, in addition to their grade-level teams. These teams helped plan culminating tasks in each unit of study that would increase the level of rigor and allow for student choice and differentiation.

Improving Strong Family-Community Ties was also a focus and area of improvement in the 2014-2015 school year. The school hosted events to bring in the community such as the Pumpkin Patch, Halloween Parade, Spring Fling, Chess Tournaments, Spring Concert, Peter Pan Concert, Weekly Parent Reading Buddies, and numerous parent and parent/child workshops. In addition we met with families of different cultures to better understand the diversity in our community.

We will continue to emphasize Support Environment for our PS 18 Q community. We began with implementing the PS 18 Shining Stars in which school-wide expectations were discussed and shared with students. These building-wide expectations focused on being safe, respectful, responsible, and doing one's own personal best. In addition, each month the school community will focus on a different character theme (respect, responsibility, friendship, caring, etc.). The book of the month, student of the month, and various activities for the month will focus around the theme.

For the 2015-2016 school year we intend to continue developing these areas. In addition, we will also focus on Rigorous Instruction which is the core of our school's Instructional Focus. We will continue our work on peer feedback and self-assessment in order to continue to push the level of student engagement.

PS 18 Q has a highly structured professional development plan. The first Monday of each month follows the Inquiry Cycle, where teachers meet with their grade to analyze student work and then brainstorm lessons or strategies to teach a group of students based on the data. During the second Monday of each month, school wide vertical teams meet to analyze data and recognize trends across grades. For example, the Literacy Vertical Team looked at the traits across all grades using the ELA MoSL rubrics and used this information to pinpoint the gaps in traits between all the grades. The Science Vertical Team met with the Technology Team and Mathematics Team to discuss how each of the content areas should be infused into the science curriculum to make it more rigorous. On the third Monday of the month, teachers again meet with their grades to share and gain input about what was discussed with the vertical teams and revises lessons and pedagogy as part of the inquiry process. Inquiry Grade Level teams and Vertical Teams also share their work with the entire school on the PS 18's Shutterfly account. Differentiated professional learning happens on the fourth Monday of the month.

PS 18 Q is a Teachers College Reading and Writing Project School for balanced literacy instruction school-wide. The Teachers College Reading and Writing Project professional development model at PS 18 includes grade level meetings and often grade level lab sites where specific strategies and pedagogy are modeled by the Teachers College Reading and Writing Project Staff Developer and then practiced by the classroom teachers. In addition, teachers attend the professional development offered by Teachers College Reading and Writing Project . During the 2015-2016 school year, we will implement the updated Envision Program to support our mathematics curriculum. The Math Vertical team continues to examine the program and analyze tasks to be embedded into the lesson to lift the level of discourse and instruction. Words Their Way Phonics program was implemented along with Foundations to target our struggling learners. The staff promotes life-long learning skills by challenging students to be explorative and critical thinkers. The principal supports this mission by aligning resources, budget and professional development.

## 26Q018 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	643	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.7%	% Attendance Rate		94.6%
% Free Lunch	43.3%	% Reduced Lunch		9.5%
% Limited English Proficient	7.2%	% Students with Disabilities		9.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		9.3%
% Hispanic or Latino	11.4%	% Asian or Native Hawaiian/Pacific Islander		72.9%
% White	5.5%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		10.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	48.1%	Mathematics Performance at levels 3 & 4		63.8%
Science Performance at levels 3 & 4 (4th Grade)	92.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
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		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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.

In January 2015, 62% of students in Grades K-5 were at or above grade level in reading as measured by TCRWP running records. In By April 2015, 82% of students in K-5 were at or above grade level. Teachers focused on targeted small group instruction providing students with multiple entry points in order to master reading proficiency skills. We began implementing Foundations with targeted students in Kindergarten and Grade 1. These students were identified as being below grade level benchmarks at various times throughout the year. We also focused on building reading stamina and reading for uninterrupted sustained periods of time. While this increase was substantial, more students need to be reading at or above grade level in order to master grade level standards for each grade. In addition students need to be proficient to meet the demands of the NYS assessments. Teachers will continue to focus on providing specific strategy instruction to small groups of students. These groups will be fluid as students continue to make progress in areas of concern. In building last year's work with Foundations, we decided to implement this program with all Kindergarten students for 15 minutes per day from September through December. At that point teachers will reassess students' progress and determine a specific cohort of students who will continue to work with Foundations to further support their reading progress. Although our school is well above the city average (in grades 3-5) on the NYS ELA exam, we still have room for improvement.

### Part 2 – Annual Goal

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

By June 2016, at least 85% of students in K-5 , and at least 40% of SWDs will be reading at or above grade level (Level 3 or 4). This will be measured by TCRWP and classroom assessments.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PD sessions with administration will focus on specific strategies teachers can implement during small group instruction for struggling readers for various reading skills.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Classroom teachers in grades K-5 will administer running records at least three times a year and submit results into TC Assessment Pro in November, March, and June. In addition, teachers will submit running record data of students not meeting benchmarks to administration monthly.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Teachers, administration</p>
<p>Teachers will follow reading and writing pacing calendars aligned with the CCLS</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Teachers</p>
<p>An Academic Intervention Teacher and RTI teacher will service/support our At-risk K-5 students during the school day.</p> <p>Tuesday Parent/Teacher Engagement time will be used, as needed to communicate specific strategies and learning goals to enhance academic proficiency of Level 1 &amp; 2 students in grades K- 5.</p> <p>Fundations and Explode the Code will be used to further support ELLs and SWDs.</p>	<p>Students Students and Parents Students</p>	<p>September 2015-June 2016 September 2015-June 2016</p>	<p>Teachers, RTI/AIS teachers, Administration Teachers, Administration, Parent Coordinator Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>TCRWP Unit of Study, leveled libraries, pacing calendars, Foundations, Explode the Code, TC staff developer.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</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>C4E</p>		<p>21<sup>st</sup> 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.

By February 2016, 90% of students and 25% of SWDs will be reading at or above grade level as measured by TCRWP running records and class assessments.

**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.

PS 18 has a culturally diverse population with students from many countries around the world. We also have a significant ELL and special education population. It is important for us all to be aware of the diversity in the community and learn ways to celebrate this with one another. Students need guidance on how to be accepting of all members of the community and need ways to deal with bullying and standing up for one another. Based on the data from the School Survey, we have established a supportive environment. We will continue to build on this area by improving communication to families on how we continue to support our students in becoming well-rounded citizens ready for the demands of the 21st century. We will continue to work hard to build trusting relationships with families so that teachers, parents, and students all feel like valued partners in educating the children of PS 18Q.

### 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, 100% of students will have taken part in at least two assemblies and classroom activities which focus on Respect for All and character building and at least 50% of students will take part in a charitable activity, as measured by records and data collected at these events leading to a 20% reduction in the number of student-to-student conflicts during the year.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Outside speaker/presenter(s) to deliver assembly on character building, anti-bullying, etc. The message will cover respect including how to treat people who are “different” in any way.	Students, Teachers	September 2015-June 2016	Administration, Parent Coordinator
Teachers will implement the Respect for All curriculum and students will take part in classroom activities around this.	Students, Teachers	September 2015-June 2016	Teachers, administrations, guidance counselor
Lower grades will buddy with upper grades as reading buddies/mentors. Classes will work together once a week over the course of the year.	Students, teachers	September 2015-June 2016	Teachers
Students and staff will take part in a “Cultural Diversity” day in which the various cultures and diversities in the school community are shared and celebrated. Families will be invited as well.  Students will take part in various charitable activities including St. Jude Mathathon and Penny Harvest, Holiday cards for Veterans	Students, teachers, parents  Students, teachers  Students, teachers, administration	September 2015-June 2016  September 2015-June 2016  September 2015-June 2016	Staff, administration, parent coordinator  Student Council, Teachers, administration  Staff, administration, Student Council

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Outside speakers and/or companies, presenters, Respect for All curriculum, Materials for fundraisers (St. Jude Mathathon, Penny Harvest), Books of the Month with messages about character, respect, etc.										
<b>Part 4b.</b> 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

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

By February 2016, 100% of students will have taken part in at least one assembly or learning activity around character building/respect. In addition, students will have participated in at least one charitable activity.

**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.

In reviewing the data in ADVANCE, and through informal observations and walkthroughs, we have noticed our teachers have grown in the area of Student Engagement. Currently, 91% of our teachers are rated either “Effective” or “Highly Effective” in this component (3c). Our school’s instructional focus is to increase the level of rigor by ensuring students are actively engaged in meaningful and relevant learning experiences. Therefore, in order to succeed in our school’s focus it is critical that teachers further develop in this area.

**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, 97% of teachers will receive overall ratings of “Effective” and “Highly Effective” in the area of Student Engagement (Danielson Component 3c) on the Measures of Teacher Practice.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>PD time on Mondays will focus on Student Engagement</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>PD Committee/All Staff/Instructional cabinet</p>

Teacher teams will meet to plan lessons/units that are rigorous/engaging, discuss strategies to further engage students	Teachers	Sept 2015-June 2016	Administration and Teachers
Teachers will work on developing lessons with differentiation/multiple entry points for SWDs and ELLs, as well as high performing students. Lessons will incorporate hands on learning and projects.	Teachers	Sept 2015-June 2016	Administration, Teachers, ESL teacher, ESL team, Special Education team
Parent workshops that will focus on keeping students engaged at home and help give them strategies to use at home to reinforce the learning.	Teachers and Parents	Sept 2015-June 2016	Teachers and Administration
Parent participation/invitation to culminating activities in various units of study.	Teachers and Parents	Sept 2015-June 2016	Administration
Face to face meetings with teachers to provide specific actionable feedback in the area of engagement	Teachers	Sept 2015-June 2016	Teachers, AP, Principal
Teacher team focused on inquiry to strengthen teacher practice and improve student achievement.	Teachers and Students	Nov 2015-June 2016	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Scheduled PD time, focused agendas, team meetings, Danielson Framework										
<b>Part 4b.</b> 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
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2016, 94% of teachers will have received overall ratings of “Effective” and “Highly Effective” in Student Engagement (3c) as evidenced by the Advance system.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

The need for teachers to take on leadership roles at grade level and across subject areas is essential to facilitate the Professional Collaborative Learning Model and the Vision for Great Schools. In order to maximize teacher strengths, develop effective teachers and team leaders, a school-wide culture of shared and distributed leadership must be established. Teachers will lead Professional Development (PD); grade leaders will coach colleagues and mentor new teachers. Lead teachers, who are part of the school’s Instructional Cabinet, will share best practices in order to increase student achievement. Based on our School Survey data, teachers feel that they have influence in areas such as selecting and developing instructional material, as well as setting standards for student behavior. We need to work on allowing teachers to have more influence other areas of school policy, such as hiring personnel and planning how school funds should be used.

### **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, 75% of teachers will have had the opportunity to engage in a leadership role as measured by logs/agendas of PD activities, Parent Workshops, Mentoring hours and Teacher Team Facilitators. Teachers who lead PD sessions, workshops, etc. will submit a self-reflection (including what impact the experience has had on their practice. Administration will meet with teachers to discuss the impact of the experience on their pedagogical practice.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Principal and assistant principal will work with Instructional Cabinet to analyze student data across subject areas to get a better understanding of the school's and students' needs</p>	<p>Pedagogical staff</p>	<p>September 2015- June 2016</p>	<p>Administration</p>
<p>PD committee will conduct a survey to determine professional development needs and wants of the staff. The survey will include areas for interest in teacher-led PD.</p>	<p>Pedagogical Staff</p>	<p>Sept2015-June 2016</p>	<p>Pedagogical Staff</p>
<p>Teachers will attend professional development given by Teachers' College. They will take the knowledge learned and lead PD sessions in-house to disseminate information and new strategies.</p>	<p>Pedagogical Staff</p>	<p>September 2015-June 2016</p>	<p>TC Staff Developers, Administration</p>
<p>Teacher leaders in Special Education and ELLs will lead workshops and PD sessions on best practice for staff and parents.</p> <p>Administration will set the tone for building capacity within the school. Administration will work to build a community of trust among all members of the community.</p>	<p>Teachers, Parents, Parent Coordinator</p> <p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p> <p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Structures were built into the schedule to allow for common planning time, weekly cabinet meetings, and teacher team meetings. Instructional leaders were identified and time is set aside for collaboration with administration and other colleagues. Mentors have designated periods for observations and debriefing with new teachers.</p>										
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</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>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

By February 2016, 50% of teachers will have had the opportunity to engage in a leadership role. This will be measured by logs/agendas of PD activities, Parent Workshops, Mentoring hours and Teacher Team Facilitators. Meetings with administration to understand the impact this work is having on teachers and student learning in order to provide additional supports to school staff.

**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.

Based on surveys and monthly meetings with parents, there is a desire and need for more workshops and events to bring the community together. This includes workshops around curriculum and how parents can better support their children at home. Parents have expressed a great desire to work more collaboratively with the school on behalf of their child’s education. With a large ELL population, parents who are not fluent in English, struggle to help their children at home, specifically in reading and writing. Therefore there is a need for more workshops and parent engagement on ways to support ELL families. We are offering free English language classes for adults both during and after the school day. In addition, we are working on ways to unite the community in other ways other than workshops. This includes Family Fun Nights (phys ed, art, science, etc.) and cultural celebrations. Based on our school data we need to continue to bring parents and families into the school for in person parent-teacher meetings and continue to increase communication between teachers and families.

### 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, there will be a minimum of 5 school community events and a minimum of 5 parent workshops in which there will be at least 25% family participation in at least 3 of these events/workshops.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parents will attend meetings/workshops given by outside sources. Book club, language program, etc.</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	<p>Parent Coordinator, Administration, teachers</p>
<p>Parents will receive notice of all school events via monthly calendars, phone messages, emails, and newsletters.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Administration, teachers</p>
<p>School website will be kept up to date with events, workshops and meetings</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>School Technology Teacher</p>
<p>Parents will be invited to and attend monthly PTA meeting</p> <p>Parent workshops will focus on ELL students/parents and SWDs. Workshops will provide strategies to better help students at home. ESL teacher, special education teachers</p> <p>Parent workshops focusing on bullying, behavioral strategies, etc.</p> <p>Parents and students will participate in school events and Family Nights (Phys Ed, Art, Science), Spring Fling</p> <p>Parents and Students will participate in concerts and performances</p> <p>Parents will attend parent/teacher conferences</p> <p>Parents and students will participate in school events including, but not limited to:</p> <p>parent reading buddies</p> <p>writing celebrations</p>	<p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Parents,</p> <p>Parents</p> <p>Parents</p>	<p>September 2015-June 2016</p> <p>October 2015 - May 2016</p> <p>September, November, March, May</p> <p>September-June 2016</p>	<p>PTA, Administration, Parent Coordinator</p> <p>ESL teacher, special education teachers</p> <p>All teachers, guidance counselor, administration, parent coordinator</p> <p>Teachers, Administration, Parent Coordinator</p> <p>Teachers, Administration, Parent Coordinator</p> <p>Teachers, Administration, Parent Coordinator</p> <p>Teachers, Administration, Parent Coordinator</p>

Field Day			
Ballroom Dancing			
Student of the Month Assemblies			
Spring Fling			
International Night			

**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.

Monthly calendars, email distribution list, fliers for all events and workshops, attendance sheets, American Ballet Theatre, Dancing Classrooms, refreshments, food, building permits.

**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
	C4E		21 <sup>st</sup> 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.

By February 2016, we will have achieved 25% parent participation in at least one school event or workshop.

**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.)
<b>English Language Arts (ELA)</b>	Not meeting cut scores on NYS assessments, Classroom Assessments, Classwork, Teacher Observations, Below grade Reading Level, Writing Assessment Scores, Teacher’s College Word Assessments, Spelling/Phonics Inventories	Guided Reading, Wilson, Foundations, Fountas and Pinnell Phonics, Words Their Way Phonics Instruction, TC Reading and Writing Units of Study, Common Core ELA Clinic supplemental materials, Ready Series Books, Coach Book Series, National Geographic Ladders Series, close reading, shared reading I-Ready online program, myON	Small group instruction, one-to-one instruction, individualized online practice from I-Ready, focused mini-lessons	Provided during the school day with classroom teachers, Additional RTI/AIS periods during the day,
<b>Mathematics</b>	Not meeting cut scores on NYS assessments, Classwork, Teacher Observations, enVisions Topic/Benchmark Assessments, Problem solving scores	enVisions remediation materials, Common Core Mathematics Clinic supplemental materials, Coach Book Series, mathematics websites such as IXL, Ready Series Books, I-Ready online program	Small group instruction, one-to-one instruction, individualized online practice from I-Ready, focused mini-lessons	Provided during the school day with classroom teachers, Additional RTI/AIS periods during the day,
<b>Science</b>	Classroom Assessments by class teacher and science teacher, Classwork, Teacher Observations	Harcourt Science program materials, non-fiction aligned resources(trade books, articles), computer software, i.e. Brain Pop,	Small group instruction focused on understanding of content related vocabulary, science content knowledge	Provided during the school day

		Discovery Software, Britannica Online)	and critical thinking skills	
<b>Social Studies</b>	Classroom Assessments, Classwork, Teacher Observations	Supplemental Social Studies Curriculum materials (trade books, articles, primary source documents), computer software, i.e. Brain Pop, Discovery Software, Britannica Online)	Small group instruction focused on understanding of content related vocabulary, social studies content knowledge and critical thinking skills	Provided during the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Determination by PPT/RTI team, referrals by staff	At-risk services (provided by Guidance Counselor, Social Worker, School Psychologist)  Strategies include promoting self-esteem, social and emotional problem solving, maintaining friendships, communicating feelings, acceptable behavior	Sessions are in small groups or individual.	Provided during the school day

## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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.

#### **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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**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.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

**PS 18** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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>P.S. 18Q Winchester</u>	DBN: <u>26Q018</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>29</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</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 at PS 18 will focus on developing language skills through digital photography residencies and introduction to i movie workshops. The name of the vendor for these residencies is Magic Box Productions. The requested expenditure is exclusively for the Title III program. Through NYSESLAT data analysis we found that our students need to make gains in all four language modalities across the grades. In the intro to i movie residencies, ELL students in grades one through five will work collaboratively to create and edit an original video using Apple's iMovie software. Twenty students will be in this residency. The subgroups represented are newcomers, students with disabilities and long term ELLs. Students will be exposed to traditional art materials and techniques while incorporating new media and technology in the process. This curriculum is designed to build literacy skills, creativity, technical skills, and interpersonal skills as students collaborate over time for a common goal. The language of instruction in the after school program will be English, with native language resources made available. A certified ESL teacher and a resident artist will facilitate all sessions. The ESL teacher will differentiate instruction by providing comprehensible input to students through specialized vocabulary, visuals, manipulatives as well as reading and writing activities. In addition to the work with the resident artist, the ESL teacher will provide an additional hour of direct instruction to students in listening, speaking, reading and writing utilizing the strategies from the Foundations program. Through the foundations program the students will receive direct instruction in multisensory methods in all of the language modalities. Explicit and interactive instruction will be provided in phonemic awareness, letter formation, phonics, vocabulary, fluency, comprehension and written composition.

Magic Box Productions resident artist Alexis Raskin is an award-winning video artist whose work has been exhibited at such venues as MASS MoCA, Platform China, the Rotterdam Film Festival, and Gallery Korea. Alexis received her BFA from the Art Institute of Chicago and an MFA from the School of Visual Arts. Fluent in Mandarin, she was a teacher at Gong Yang University in Taiwan and has taught ESL for over 10 years. Classes will be held in December 2014 through February of 2015. The program will take place on Thursdays from 2:40 to 4:40. General supplies such as paper, pencils, pens and markers will be purchased for this program.

The digital photography residency will introduce ELL students in grades one through five to the basic concepts and terminologies of photography. Twenty students will attend this residency. The subgroups represented are students with disabilities and newcomers. The curriculum builds student's vocabulary, creativity, and observational and critical thinking skills. Student photos taken with Elph cameras will be used as a basis for writing and reflections. The classes will be held in March through May of 2015. The language of instruction in the after school program will be English. Native language resources such as glossaries, dictionaries and google translate will be made available. The program will take place on Thursdays from 2:40 to 4:40. A certified ESL teacher and a resident artist will facilitate all sessions. The ESL teacher will differentiate instruction by providing comprehensible input to the students through visuals, realia, vocabulary, the utilization of graphic organizers as well as reading and writing activities. In addition to the work with the resident artist, the ESL teacher will provide an additional hour of direct instruction to students in listening, speaking, reading and writing utilizing the strategies of the Foundations program. Through the foundations program the students will receive direct instruction in multisensory methods in all of the language modalities. Explicit and interactive instruction will be provided in phonemic awareness, letter formation, phonics, vocabulary, fluency, comprehension and written composition.

Magic Box Productions resident artist Liz Warren is a writer, teacher, videographer, and editor from

### Part B: Direct Instruction Supplemental Program Information

Little Rock, Arkansas. She has taught poetry, fiction, theater, photography, English as a Second Language, and filmmaking in Arkansas, North Carolina, New York, Belgium, and Rwanda. As well as her work with Magic Box, she currently teaches in New York City with Community Word Project and The Writing Institute at Sarah Lawrence College. General supplies such as paper, pencils, pens and markers will be purchased for this program. Equipment such as memory cards and cameras will also be purchased for the program. The Title III after school programs will include a supervisor at cost to Title III. There are no other after school programs scheduled for the 2014-2015 school year, so hiring a supervisor for Title III is necessary. The supervisor will be responsible for all administrative and supervisory tasks related to Title III. These tasks include maintaining all Title III documents such as permission slips, attendance rosters, receipts for supplies purchased, and storage of equipment. The Title III supervisor will also supervise the Title III after school teacher and resident artists through classroom observations to ensure that appropriate scaffolding techniques are used for ELLs during the lessons.

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### 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 professional development program at PS 18 will focus on providing teachers with instructional strategies to be used with ELLs in the classroom. High quality professional development assists all teachers in providing effective instruction for ELLs. As per our enrollment data, the ELL population at P.S. 18 is growing. After analyzing the NYSESLAT data we have noticed that our ELLs need to improve their reading and writing skills, especially in Kindergarten through second grade. Upon further analysis of student writing samples, we have found that our ELLs need specific help in phonemic awareness, decoding words, spelling, and sight word recognition. Our professional development program will include training our Title III ESL teacher, and two additional teachers who work directly with ELLs enrolled in the title III program, in the Wilson and Foundations programs. The Wilson and Foundations programs are systematic, sequential and multi-sensory methods of teaching basic reading and writing skills to students who struggle. All Wilson and Foundations instruction is explicit and interactive. Students will receive explicit instruction in letter formation, phonological awareness, sound mastery, phonics, vocabulary, sight word instruction, fluency, comprehension and written composition. The training also provides teachers with an in-depth knowledge of the speech sound system and how our written language represents spoken English. This training will have a lasting impact on teacher performance in the classroom. The Title III after school ESL teacher will receive this training and utilize the foundations strategies during the program to provide newcomers, students with disabilities and long term ELLs with appropriate reading and writing strategies. The provider for these PD sessions will be from the NYCDOE. The Title III professional development in Wilson and Foundations training will take place off site on three full days in January 2015.

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### 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: \_

The Title III program at P.S. 18 will provide ELL parents with workshops on the new NYSESLAT Exam and its components. Parental understanding of the NYSESLAT Exam and its components is essential in strengthening the home school connection for our ELLs. The home school connection has an important impact on the achievement of ELLs. Communicating with parents is the key to welcoming them and encouraging their participation in school activities. Providing parents with in depth knowledge of the exam will enable them to better prepare their children. A series of three two hour workshops will be held to accommodate the schedules of the parents. The topics of the workshops are:

The New NYSESLAT Exam and its components: How to help your child make gains in listening, speaking, reading and writing in Kindergarten.

The New NYSESLAT Exam and its components: How to help your child make gains in listening, speaking, reading and writing in grades 1 and 2.

The New NYSESLAT Exam and its components: How to help your child make gains in listening, speaking, reading and writing in grades 3, 4 and 5.

The workshops will begin in January 2015. Rosalind Valenza, ESL teacher will facilitate these workshops. Parents will be notified of these activities through notices in the native languages, monthly calendars, outreach by the parent coordinator, and telephone calls. Translators will be available at all parent engagement activity sessions.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>8,535.69</u>	<u>After school program</u> <u>15 x 2.00 x 51.51= 1,545.30</u> <u>15 x 2.00 x 52.84= 1,585.20</u> <u>5096.13= resident artists</u> <u>Parent engagement sessions</u> <u>3 sessions x 2 hours x 51.51= 309.06</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>1,120.00</u>	<u>Three full days of off site Wilson / Foundations Training from NYCDOE for three teachers of ELLs, including the Title III ELL teacher.</u> <u>3 teachers x 373.33= 1,120.00</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	<u>1,544.31</u>	<u>General supplies such as paper, pens, and markers to be used in classrooms.</u> <u>Equipment including memory cards and Elph cameras.</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>26</b>	Borough <b>Queens</b>	School Number <b>018</b>
School Name <b>The Winchester School</b>		

### 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 <b>Laurie Ann Careddu</b>	Assistant Principal <b>Leigh DiScala</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Anastasia Frangos</b>
Teacher/Subject Area <b>Andria Scala, SETTS</b>	Parent <b>Radhika Singh</b>
Teacher/Subject Area <b>Vickie Ventouratos, RTI</b>	Parent Coordinator <b>Marnie Tannenbaum</b>
Related-Service Provider <b>Hollis Israel, Speech</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>625</b>	Total number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	50	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	49		5	1		1				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	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	2			1										0
Chinese	1													0
Russian														0
Bengali		2	1	2										0
Urdu	3					1								0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	9	5	7	1	1	1								0
Polish														0
Albanian														0
Other	5	4	2		1	1								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)		1												0
<b>Emerging</b> (Low Intermediate)	3	1	1		2									0
<b>Transitioning</b> (High Intermediate)	1	1	1											0
<b>Expanding</b> (Advanced)		12	4	8	1	1								0
<b>Commanding</b> (Proficient)		4	5	2	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT 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	4	10	9	7	2								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 To assess the early literacy skills of our ELLs we use the Teacher's College Reading and Writing Project assessments. This data provides insights about the literacy levels of our ELLs such as their knowledge of concepts of print, identification of individual letters and sounds, sight words, spelling, and reading strategies they can use. The ELLs' reading level is assessed through this program, as well as their literal and inferential comprehension skills. Insight is also gained into the ELLs' speaking skills as they retell the stories they have read. This gives the teacher information needed to guide instruction. The child's strengths and specific needs are highlighted through this assessment and a plan for targeted literacy instruction is developed. This set of assessments correlates to the Fountas and Pinnell system for leveling books and helps teachers match ELLs with books they can read independently. This helps them build schema and fluency. ELLs can practice the strategies they learn and acquire new vocabulary in context.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Through analysis of the NYSITELL and NYSESLAT results we have found that the vast majority of our English Language Learners have moved up more than one level in one year on the NYSESLAT. One first grade student did not make progress on the NYSESLAT and is still at the entering level. This student will be discussed at our next PPT meeting and be carefully monitored this year. This student will receive targeted individualized instruction in all four language modalities. On grade one there is also one emerging student, one transitioning student, twelve expanding students and 4 commanding students. The focus for the entering and emerging students will be on listening, speaking, phonics and sight word recognition. The expanding and commanding students will receive intensive instruction in reading and writing to help them make the necessary gains on the NYSESLAT and in ELA. A similar pattern is seen in grade 2 with one emerging student, one transitioning student, eight expanding students and 2 commanding students. In grades 3-5 the majority of the students are at the expanding and commanding levels. The emphasis on these grades will be on reading and writing so that the students can move to the commanding level and be well prepared for the NYS ELA exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We use the AMAO tool to determine AMAO 1, the percentage of students making AYP on the NYSESLAT as well as AMAO 2, the percentage of students attaining English Language Proficiency. The vast majority of our students make AYP and the majority of our

expanding level students go on to achieve the commanding level. Instruction will be informed by the patterns evident across the NYSESLAT modalities. The ENL teacher confers with the classroom teacher to create a targeted instructional plan that will support the needs of the ELLs. Small group instruction will focus on these areas of need. The interdependency of language proficiency and content are instruction will help move the ELLs toward proficiency. Ongoing assessments will monitor progress. These assessments will guide further instruction. In Grade 2 there will be an emphasis on speaking and listening skills. The ELLs at the Transitioning through Expanding levels in grades 3-5 need a focus on Reading and Writing skills. The Entering and Emerging students in all grades will need comprehensible input to advance their language acquisition. They will need to have the opportunity to speak in a safe, supportive and risk free environment .

4. For each program, answer the following:

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

The following patterns were seen across the grade levels. Our Entering students initially require a focus on the four modalities – reading, writing, listening and speaking. As they progress, the focus shifts to reading and writing. However, in Grade one, Emerging and Transitioning ELLs need scaffolding with speaking. There are numerous implications for the school's LAP and instruction. Throughout all stages, challenging content and well developed learning strategies are employed and are in line with the curriculum in the classroom. Students' progress is routinely assessed and specific goals are set for them. ELLs are prepared at all levels to think critically, solve problems and communicate in English. Content area instruction is incorporated at all levels using ENL methodology. Close communication with the classroom teachers is maintained to deliver the most effective literacy instruction as well as to tailor content area instruction. Native language literacy, as mentioned previously, helps us to gage what scaffolding ELLs will need while moving through the process of second language learning. Writing samples in the ELLs native language provide a window to assess their native language literacy. School leadership and classroom teachers are made aware of ELLs needs through analysis of the NYSESLAT, NYSITELL and Periodic Assessments results by conferencing with the ENL teacher. The Periodic Assessments reveal the needs and progress that our ELLs are making in the areas of reading, writing, listening and speaking. Instruction is targeted to their needs using these results as one of their guides. Our Title III Program is designed to provide additional support, through film making residencies where students incorporate all four language modalities. Our RTI and Speech teachers work with ELLs with special needs. Peer tutoring is employed in the classrooms to scaffold ELLs. This is all done with the intention to enable ELLs to meet and eventually exceed the State and City Standards. The Periodic Assessments for the ELA and Math State Tests are another valuable tool to drive instruction to meet the specific needs of our ELLs and all students. The ENL teacher, Classroom Teachers as well as the Inquiry Team, analyze the results of these assessments and formulate new ways to reteach skills and formulate strategies to make the material/concepts more accessible for our ELLs and all students. Students will be grouped for small group targeted instruction as a result of the information obtained from these assessments.

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](#).]

The RtI framework offers valuable scaffolding for ELLs who are considered at-risk for academic difficulties. As advocates for our ELLs we incorporate all the layers of instructional support to target their specific needs. Through prevention and early intervention ELLs get the instruction and differentiation they need to successfully gain the literacy and math skills that are expected of all students in their grade. The data from the TCRWP assessments, the NYSESLAT and the NYS ELA , and Math and Science tests are analyzed in June to plan supports for the upcoming school year. Classroom teachers give input in relation to the need for RtI support for their ELLs.

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

Moving our ELLs through the stages of second language acquisition is of utmost importance. The ESL teacher confers consistently with the classroom teacher to make the instructional decisions that will move the ELLs steadily through the process of second language learning. ELLs are evaluated in the areas of listening, speaking, reading and writing and sets of needs and goals are formulated to foster targeted, differentiated instruction in the classroom and in ESL. All instructional decisions are made with the needs of the ELL in mind. The compilation of data that the ESL teacher and classroom teacher has, is analyzed to form the list of needs and goals for our ELLs. Our data drives our instruction to ensure the academic success of our ELLs.

7. For dual language programs, answer the following:

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

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our ENL program is evaluated by analyzing data from a number of sources. This includes standardized assessments, informal assessments, teacher observations and conferences. Through consistent progress monitoring it is evident that our ELLs are making progress through the units of study. The success of the program is also seen in the movement of the ELLs toward the commanding level of the NYSESLAT. This year thirteen of our ELLs reached the commanding level as per the NYSESLAT. Twenty-six ELLs also reached the Expanding level. Our current and former ELLs are held to the same high standards that all of our students are. We will continue our program of academic rigor to ensure the ongoing success of our ELLs.

## 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.  
When parents of students who are new to the NYC school system come to P.S. 18Q they first begin the registration process with our ELL Coordinator and pupil accounting secretary. In addition to supplying the parents with all of the necessary forms, the HLIS (home language identification survey) is administered to the parent or guardian by the Principal, Assistant Principal or ELL Coordinator. The New York State ESL certified ELL Coordinator interviews the parent during this process. During the oral interview the ELL Coordinator ensures that the parent or guardian completing the HLIS understands the questions and completes the form in its entirety. The ELL Coordinator ensures that the responses to the questions are accurate. The ELL Coordinator also ensures that the parent states their language preference for both verbal and written forms of communication. We have four paraprofessionals available to translate in the following languages, Hindi, Urdu, Punjabi, Tegulu, Faarsi, Bengali, Spanish, Chinese and Korean. On occasion we encounter parents who speak lower incidence languages and there is no staff member available who speaks their language. In these cases we utilize the over the phone translation services offered by the translation and interpretation department of the New York City Department of Education. The HLIS form is available in many languages and we ensure that an adequate supply is available in all languages at all times. The ELL Coordinator looks at the responses on the HLIS and informs the pupil accounting secretary as to what the appropriate OTELE code will be. If a student has an OTELE code of “NO” the student is not a potential ELL. If a student has an OTELE code indicating a language other than English is spoken at home, the ELL Coordinator will administer the NYSITELL test if needed. Every effort is made to administer the NYSITELL to the student within ten days of enrollment. If the student gets a passing score on the NYSITELL test they are not entitled to ESL/Bil services. If the student scores below the cut score on the NYSITELL they are entitled to ESL/Bil services. Students who score below the cut score on the NYSITELL and have a home language of Spanish are administered the Spanish LAB to assess their Spanish language skills. Our ELL Coordinator or one of our bilingual Spanish teachers administer the Spanish LAB. When a student who has already been in the New York City school system comes to register in our school, an exam history report is run on the student by the secretary. If the exam report shows that the student has an entitled NYSITELL or NYSESLAT score, the ELL Coordinator identifies the parent’s parental choice in order to place the child in the appropriate program.
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).  
During the registration process we ensure that all SIFE or potential SIFE students are identified. This process begins with the home language survey questions about previous schooling. Upon answering these questions and interviewing the parent, the interviewer looks for indications of interrupted or inconsistent schooling. The student’s school record card from their native country is also reviewed and translated if necessary. If there are indications within the ELL identification process that a student has had interrupted or inconsistent schooling, we proceed with the SIFE identification process for those students who are newly identified ELLs, in grades 3-5 and at the beginner/entering or intermediate/ emerging level of proficiency on the NYSITELL exam. The SIFE identification process consists of an oral interview questionnaire as well as the LENS assessment for students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish.
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 Language Proficiency Team consists of our Principal, Assistant Principal, IEP Teacher, ESL Teacher and a parent of the potential ELL with an IEP. Our IEP teacher reviews the records of all incoming students to determine which students have IEPs. Our ELL Coordinator collaborates with the IEP teacher to determine which incoming students have an IEP as well as a home language other than English. The entire Language Proficiency Team reviews evidence of the student’s language development such as informal

assessments, formal assessments, as well as the student's IEP to make a determination as to whether or not the student should take the NYSITELL. If the team recommends that the student should take the NYSITELL the ELL Identification Process continues as it does with all students. If the team recommends that the student should not take the NYSITELL, the principal reviews the recommendation and determines if the student should take the NYSITELL. If the principal determines that the student should not take the NYSITELL, the determination is sent to the superintendent for review. The determination is made by the superintendent and the parent is informed within three days of the decision.

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.

On the first day of the school year, an RLAT report is run to determine which students took the NYSITELL in June and over the summer. For the entitled students only field an "N" is entered. The ELL Coordinator runs the RAPL report on ATS to determine the written language preferences of the parents. Entitlement and non entitlement letters are then generated in the parent's preferred languages. Entitlement letters are sent the same day to all students who scored below the cut score on the NYSITELL. Non entitlement letters are also sent to those students who scored at or above the cut score. Our ELL Coordinator then administers the NYSITELL to all eligible students who did not take the NYSITELL in June or over the summer. The answer documents are scanned on a daily basis. Entitlement letters and non-entitlement letters are sent out based on the ATS reports for these tests.

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).

In the 2015-2016 school year all entitlement and non-entitlement letters will inform parents that they have the right to appeal their child's ELL status within 45 school days of enrollment. The ELL Coordinator will manage the re-identification process. The ELL re-identification process may begin if the school receives a written request from a student's parent or guardian, or a student's teacher (if it includes a written request from the parent). All documents pertaining to the child's entry or reentry within the identification process will be reviewed as well as samples of student work in English and the home language. CSE is consulted if the student has or is suspected to have a disability. The school then administers a school based assessment administered by an ESL teacher to determine the student's abilities in listening, speaking, reading, and writing in English. The school principal will review all of the assessments, documents and recommendations of qualified personnel and determine whether to change the child's ELL status or not. The decision is sent to the superintendent for the final review. Written notification of the decision is then sent to the parent and the principal from the superintendent within ten days of the receipt of the documents of the principal. Parental notification must be in the parent's preferred written language. If the decision is not to change the ELL status no further action is required. If the decision is that the student's ELL status must be changed, the program of the student must be revised to reflect the changes.

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.

PS 18 conducts parent orientation sessions on an ongoing basis, so that families of newly enrolled students are informed about the three program choices. Our first parent orientation session takes place in September, and subsequent sessions take place each time there is a newly enrolled ELL which is generally on a monthly basis. During the parent orientations, parents are able to view an informative DVD in their home language, and inquire about available services. We make every effort to ensure that translators are available during these sessions. Our bilingual teachers and multilingual paraprofessionals have been instrumental in this process. During these orientations, the goal is that the parents understand all three program choices (Transitional Bilingual, Dual Language, and ENL) so they are able to make an informed decision about the best program for their child. Parents are informed that although the school does not have bilingual programs at this time, they may indicate their desire for a bilingual program on the parent survey. This information is then entered into ELPC on ATS. If the numbers of parents who choose a bilingual program in a target language substantiate the opening of a bilingual program, they will be notified by phone calls, letters and meetings. The staff is also prepared to answer questions and assist parents in completing the Parent Survey and Program Selection Form. Parents are notified of the dates, times and locations of the meetings through notices in the home language, phone calls in the home language and the school telephone messenger.

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.

Our ELL Coordinator runs a RAPL report on ATS to determine the preferred languages of the parents. Parent Surveys and program selection forms are then generated in the parent's preferred languages. Our school reaches out to parents to ensure the parent surveys and program selection forms are returned in a timely manner by sending home notices about meetings where parents can receive assistance in filling out the forms. We also make phone calls and use the school messenger service to contact the parents. Our ELL Coordinator will often attend dismissal with the ELL students to speak with the parents and offer them assistance in completing the required documents. We monitor parent choice by keeping the forms in a yearly binder where they are grouped by program preference. We also enter the information into the ELPC screen on ATS.

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

Occasionally we encounter situations where the parent survey and program selection forms are not returned. In these instances we make phone calls in the home language to all numbers on the student's contact card and arrange for an in person meeting with the parent. Every effort is made to accommodate the schedules of the parents. The parent is then given a one on one parent orientation and receives assistance in filling out the form. Our ELL Coordinator facilitates this process.

9. Describe how your school ensures that placement parent notification letters are distributed.  
After the first parent orientation in September, parents of all entitled students receive the placement letters. Placement letters are printed in the preferred languages of the parents based on the RAPL report from ATS. We make every effort to ensure that our programs are fully aligned with parent choices. Sending home placement letters for students is an ongoing process, and these letters for new admits are sent out as soon as the parents have completed the program selection forms. A copy of each completed placement form is kept on file alphabetically in a yearly binder. Our ELL Coordinator is responsible for this process and for storing the documents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
A copy is made of each completed HLIS form. The original HLIS form is placed in the student's cumulative folder. The copy is kept on file by the ELL Coordinator. The copies of the HLIS are kept in a yearly folder, alphabetically. Original parent selection surveys are also kept in the student's record card. The copy of the program selection form is retained in a yearly binder. Copies of the placement letters, entitlement letters, non-entitlement letters and all mandated letters are kept in a yearly binder by the ELL Coordinator. Our ELL Coordinator and administrative staff have access to all ELL documentation.
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.  
Our ELL Coordinator serves as the testing coordinator for the NYSESLAT Exam. The ELL Coordinator runs the RLER report by class. When the NYSESLAT answer documents arrive the ELL Coordinator ensures that an answer grid is available for each test modality for every student on the RLER document. A checklist is made to ensure that each student takes all four sessions of the exam. If a student is absent, their answer document and test booklet are kept in a plastic bag for a future test administration session. The parents of the student are called and the ELL Coordinator determines when the student will return to school so that all four sessions of the test can be completed in a timely manner.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
On the first day that staff report to school in September, the ELL Coordinator runs the RLAT report. For the entitled students only field an "N" is entered. This generates a report that includes the students who have passed the NYSESLAT within the past 2 years. Entitlement letters are printed in the preferred languages of the parents based on the RAPL report from ATS. The continued entitlement and transitional support letters are then distributed to the parents of the students who received a proficient score on the exam within the past two years. Copies of the letters are kept in a yearly binder.
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).  
The LAP team reviews the parent choice forms to look for patterns and trends. This is an ongoing process. Parent program selection forms are reviewed periodically. A review of the most current forms indicates that there were twenty new ELLs admitted this year. Seventeen of the parents selected English as a New Language. Two parents selected dual language, one in Urdu and one in Punjabi. One parent selected transitional bilingual education in Urdu. The majority of our parents have been requesting the English as a New Language Program. This trend has been consistent since the onset of parental choice. Parents have been extremely satisfied with the success rate of the ELLs at PS 18. Most of our former ELLs are among the highest performing students in the school on the ELA and Math assessments. We have noticed a new trend that small numbers of parents have started to request bilingual programs. We believe that this is due to globalization and the increasing need for multilingualism and biliteracy in the workplace. Multilingualism and biliteracy are being valued now more than ever. We anticipate that the numbers of parents requesting bilingual programs will continue to increase. Parental choice and options are always respected and fulfilled as per guidelines. Currently, the three parents who requested bilingual education as their first choice are receiving their second choice which is ENL. This is due to the fact that there are no bilingual programs in Urdu or Punjabi within the city. We are trying to build alignment between parent choice and program offerings as per the Aspira Consent Decree by ensuring that the information is entered into ELPC on ATS, and informing our ELL CPS about the trends. We are also considering launching a Punjabi Dual Language Program in the future.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

Our instruction for ELLs is delivered in integrated ENL and standalone ENL through a push in model. ELLs and FELLs are grouped heterogeneously within one class per grade level. Our ENL teacher is dually certified in TESOL and general education. The ESL teacher and classroom teacher work collaboratively in providing ELLs with the scaffolding and vocabulary support they require. The ENL teacher provides small group instruction to meet the various needs of the students based on their NYSITELL and NYSESLAT levels.
  - b. TBE program. *If applicable.*  
n/a
  - c. DL program. *If applicable.*  
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school ensures the mandated number of instructional minutes are provided by strategically planning the placement of all entitled students and carefully scheduling the program to ensure compliance with the CR Part 154 mandates for ENL. Entering level students will receive a total of 360 minutes per week of ENL, which will include 180 minutes in standalone ENL and 180 minutes in integrated ENL/ELA. Emerging students will also receive 360 minutes per week of ENL which will include 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA, with the flexibility to provide an additional 90 minutes in standalone or integrated ENL with ELA or any content area. Transitioning students will receive a total of 180 minutes per week of ENL which will include 90 minutes of integrated ENL/ELA with the flexibility of providing the additional mandated 90 minutes in standalone or integrated ENL with ELA or any other content area. Expanding students will receive 180 minutes per week of integrated ENL/ELA or other content area. Commanding students will receive 90 minutes per week of integrated ENL/ELA or other content area.
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 the ENL program, classroom teachers and ENL teachers meet regularly to align the curriculum to meet the needs of ELLs. In reading and writing the Teacher's College Program is used. Content area curriculum is presented by classroom teachers and the science teacher. Both ENL and content area teachers work collaboratively in scaffolding the lessons. Concepts are often reintroduced using ENL strategies to increase understanding. Academic language and vocabulary development are aligned to grade level reading and writing demands. There is a strong emphasis on content area vocabulary. These strategies make core content accessible to our ELLs. This year we are implementing an academic vocabulary program called Discussions for Learning. The program encourages the use of academic vocabulary through discussions around photographs and art. Specific strategies will be used for every Common Core State Standard to make the input comprehensible. Resources from the Common Core library are used to support the academic progress of our ELLs. Our students' level of literacy in the home language is always of utmost importance when planning for instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

A writing sample in the home language is taken and translators assist the teachers in assessing the home language literacy levels. Parents and the students are also interviewed about the family literacy habits and prior schooling. Students who are literate in their home language progress more quickly through the stages of language acquisition. They have developed strategies for learning and the utilize them to move through the stages. Those who struggle with native language literacy need to be taught specific strategies for learning. Instructional materials will include a wide range of print, visuals, and realia to support comprehension of the content to be learned.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

An evaluation checklist is used for all language modalities on all grade levels. Through teacher observation, writing samples, group work products, and ongoing assessment of listening, reading, writing and speaking skills, the checklist is updated at regular intervals. On the checklist progress is noted and goals are set for the new interval. The checklist was developed and aligned with the applicable standards set for all students of the grade. The ELL Periodic Assessment is also administered to all ELLs in grades 3-5. The results track the progress of the students in their listening, reading and writing skills.
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

There are no Students With Interrupted Formal Education (SIFE) in the program at this time. A plan for SIFE students is in place should a SIFE student enroll in the future. SIFE students will receive reading and phonics instruction through the Foundations and Wilson programs by our Foundations trained ENL teacher. Interventions in content area instruction will be provided by our classroom teachers and RTI teacher through the use of hands on manipulatives, content area bilingual glossaries, and small group instruction. High expectations have been set for ELLs who have been in our ENL program for less than three years. In the ENL program the ENL teacher works closely with the classroom teacher to provide a literacy rich environment with age and grade appropriate texts. Curriculum and instruction are closely aligned to applicable standards set for all students. The use of scaffolds and differentiation helps our ELLs to meet these standards. Ongoing assessments to monitor progress and creation of attainable goals move the ELLs through the stages of language learning. Small group instruction is set up to facilitate academic discussions. Newcomers are supported through small group instruction, computer based translation software, the use of visuals and realia, and picture support in the ENL program and in the regular classroom. We currently have one ELL who is receiving services for four years. This student is in a special education class. The student has limited communication skills as per the IEP. This student has made progress through the use of strategies such as repetition, reduced speed of speech, use of realia, and high context related material. This student is also supported through the Title III ESL after school instructional program. A plan has also been set up for vocabulary enrichment and has been successful. We have no long term ELLs at this time. A plan for Long Term ELLs is in place. Long Term ELLs will be discussed by our PPT team to ensure they are receiving the proper academic supports. Some of these supports include small group instruction, RTI services, and progress monitoring. Former ELLs receive support through our ENL teacher, classroom teacher, AIS teacher, RTI teacher and Enrichment teacher to help them transition smoothly into the proficiency status. A strong emphasis is placed on academic vocabulary and finding text based evidence. Test accommodations for ELLs and former ELLs are put into place by our ELL Coordinator and Assistant Principal. In the beginning of the school year and RLAT report is run to determine current ELLs and former ELLs who have exited ELL status within the past two years. Testing accommodations are provided to the ELLs and FELLs during classroom tests and state exams.

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.

Although there are no students re-identified at this time, the school has a protocol in place for these instances. We ensure that their academic progress has not been adversely affected by reviewing the decision within six to twelve months after the re-identification has been established. The principal will consult with a qualified staff member, the parent and the student. The principal will determine if the student has been adversely affected by the decision of the recommendations of the parties involved. If it is determined the student has been negatively impacted, the principal must provide the student with additional support services within the six to twelve month period. If the principal decides to reverse the ELL status they will consult the superintendent. The final decision must be in writing to the parent in their preferred language within ten school days.

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?

Special Needs ELLs are grouped with general education students to ensure the least restrictive environment.

Our focus is on creating high expectations for learning and achievement to maximize the potential for each student. Using the framework, Universal Design for Learning, teachers recognize that every student learns differently. New material is presented using texts, charts, video clips, and computer software. Tasks are broken down as needed into short term goals and learning is expressed in a variety of ways. Student choice is valued and the learning styles of the students are taken into consideration when planning instruction. In the classroom, peer tutoring is used to support learning. Primary teachers use the Foundations program to support the acquisition of phonemic awareness. Best practices are employed for our ELLs in the classroom through the use of shared reading and interactive read alouds to model thinking during reading. The classroom teacher is supported by the ENL teacher in incorporating ESL methodology to support all ELLs. The TC Units of study in reading and writing are tailored to help them attain English language proficiency. The TC staff work with the teachers individually towards these goals.

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 ELL-SWD students often see a number of related service providers throughout the school day. Our assistant principal in consultation with the related service providers, creates the school schedules with these students in mind. This ensures that our ELL-SWD students get to fully participate in all school events and their time spent with non-disabled peers is maximized. The schedules are revisited throughout the school year to ensure no conflicts arise. The assistant principal adjusts the prep schedule if necessary to accommodate these students. ELL-SWDs are placed in ICT classes according to their IEPs and if they require redirection, refocusing, and prompts to begin tasks. There are two teachers in each ICT class to address these issues. According to each child's IEP, and ongoing conversations with the special education teacher, paraprofessionals, and ENL teacher, strategies have been tailored to meet the needs of ELL-SWDs. Targeted instruction in the classroom, the Title III After School Instructional Program, and instruction through our related service providers are all aligned to meet the needs of ELL-SWDs. Grade level science and social studies materials are used by the ENL teacher to support understanding of the concepts presented. The ENL teacher adjusts the rate of speech and provides scaffolding such as picture support to increase comprehension. The ENL teacher models reading and writing strategies while providing a risk free environment. Constructive feedback is given to support student progress. The students are actively engaged in purposeful learning.

Chart

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

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

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

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



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

Chart

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

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

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

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

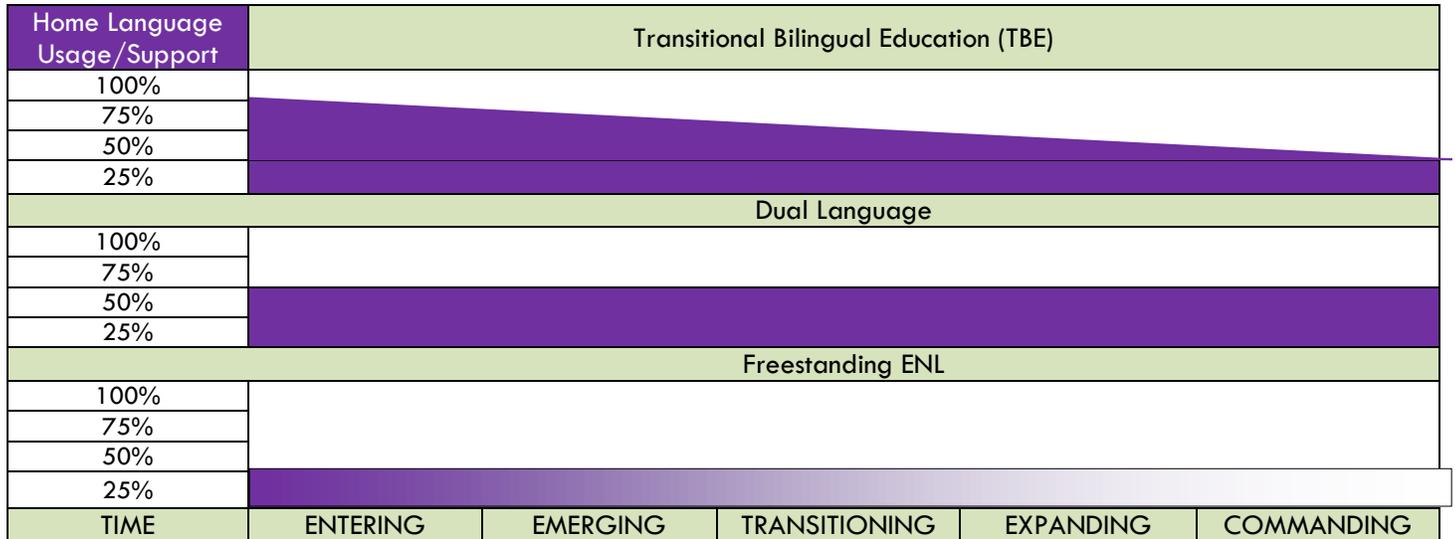


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Ongoing assessments of our ELLs' capabilities in ELA, math and science, as well as assessments to check progress in listening, speaking and writing skills, are used to formulate plans for targeted and differentiated instruction to meet the needs of our ELLs. ELLs are given instruction in their zone of proximal development. They are challenged and given the support and assistance that permits them to perform at the next level. Effective scaffolded instruction based on the individual needs of our ELLs includes: pre-teaching of key vocabulary, providing graphic organizers, and giving ELLs opportunities to discuss what they are learning with their peers. Sheltered learning techniques are used in the content areas to make the content comprehensible and to develop their critical thinking skills. Students' prior knowledge is activated to help them in critical thinking and content development. These techniques move our ELLs while they are acquiring their English language skills. Interventions in social studies are provided through small group instruction, leveled text, maps and atlases as well as differentiated tasks. Interventions in science are provided through the use of experiments and hands on activities, bilingual glossaries, leveled text and project based research. Our Title III program scaffolds ELLs in listening, reading, writing and speaking through photography and film production residencies. Our RTI framework offers supports for ELLs who are considered at risk. Home Language support is made available to ELLs through ongoing opportunities in writing and speaking. Turn and talk strategies are implemented with partners of the same language to strengthen conceptualization and vocabulary enrichment in both the ELLs home language and English. Software in some of our students' native languages, is made available for students to work with in the classroom and in the computer lab. Our Enrichment, AIS and RTI teachers provided targeted intervention to our ELLs and FELLs by analyzing student data and providing lessons to address areas where improvement is needed. When students reach proficiency on the NYSESLAT they continue to be scaffolded by the AIS program in literacy and math as needed. These students receive extended time (1 ½) on all standardized tests for a two year period from the time they reach proficiency on the NYSESLAT. Staff is made available to help ELLs as they transition from the elementary to the middle school level. The ENL teacher is in contact with the ENL teachers from the middle schools to help introduce students to their new support team. The guidance counselor meets with ELLs to discuss their concerns and feelings related to this transition.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ELLs typically attain English proficiency within two to three years. Last year we had six Kindergarten ELLs achieve proficiency within the first year of instruction. In grades 1, 2, 3, and 5, 13 ELLs reached proficiency within two years of instruction. The majority of the remaining ELLs in grades 1 and 2 scored Advanced on the NYSESLAT. High expectations are set for all of our ELLs. Teacher collaboration is a key factor in the success of our ELLs. All teachers are made aware that they are teachers of ELLs through professional development sessions that provide information on school and community trends including the rapid growth of our ELL population. Our teachers are frequently encouraged to obtain ESL certification through our professional development sessions. They are provided with information about the latest programs and scholarships that are available. Our staff focuses on language development, academic concepts and skills for the ELLs. ELLs enjoy the ENL program and find it to be a safe and nurturing environment to take chances in and develop the skills needed to attain proficiency in listening, reading, writing and speaking. The curriculum and instruction are closely aligned to the applicable standards for the grade level. Our program of academic rigor is an asset to the school. The former ELLs at PS 18 have proven to be among the most successful students in our school community.
12. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year we are considering implementing a push-in ENL program to facilitate integrated ENL and ensure collaboration between classroom teachers and ENL teachers.
13. What programs/services for ELLs will be discontinued and why?

There are no programs / services for ELLs that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are encouraged to take part in all school programs and services. All ELLs are invited to the Title III after school instructional program which develops language skills through photography and film making residencies. A new after school program called Club 18 was launched this year to provide homework help and enrichment activities for the students. The chorus, suzuki violin program and Early Scholars programs are also available to our ELLs. The Science, Art and Physical Education nights are well attended by ELLs, FELLs, and their families. There is also an early morning test preparation program which provides ELLs with test taking strategies and skills. Fifth grade ELLs take part in the Ballroom Dance program and enjoy the senior trip and dacne party. Through careful scheduling and planning, ELLs are afforded equal access to all programs. Full participation of ELLs is ensured through the use of flexible scheduling by our assistant principal. Schedules are often revisited and revised if necessary to accommodate the ELLs and ELL-SWDs.
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.

Vocabulary development is a part of every discipline within our school community. In Reading, the Common Core State Standards are our focus, giving students the opportunity to comprehend informational texts. Resources for science and social studies are

available to teachers as well as new non-fiction books to add to the rich classroom libraries. The Harcourt Science Program is being implemented in grades K-5 which includes one Lab period per week with the Science cluster teacher. In Math, Grades 4 and 5 are using the Envisions program. Teachers are using a variety of problem solving strategies to support math thinking in oral and written form. In Grades 1-5 Singapore Math problem solving strategies are taught. In addition to the grade level content, teachers are providing instructional strategies in the math process standards. This year the emphasis is on supporting students in their ability to explain and justify their mathematical ideas. Our ELLs benefit from the small group instruction that takes place in their classrooms in this area of study. In the area of technology, all classrooms are equipped with Smartboards and document cameras. Teachers have had training in their use to extend and enrich the curriculum. There are many web based programs that are being used and additional Smartboard curriculum resources are made available ongoing throughout the year. Classrooms all have multiple computers and our Computer Lab is furnished with the latest technology. Teachers utilize the technology to provide students with materials in the native language through the use of translation apps and by translating articles used in classroom discussions. Word to word bilingual dictionaries and content area bilingual glossaries are also used. During the course of the year, teachers will be implementing an enrichment program in which students will choose from a variety of electives: Art Studio, Chorus, Chess, and Reader's Theater. Our ELLs benefit from equal access to all of these diverse programs. Required services support and resources correspond to ELLs ages and grade levels. The materials used in the ENL program are diverse. The following are some of the materials used: Pearson Longman and the Passport Voyager Program are used to support grammar, vocabulary and reading and writing. The following Reading Series are used – Rosen Real Reading Program, Rigby Literacy and On Our Way to English programs, and the Let's Go Picture Dictionary by Oxford. Several series are used to prepare students for the NYSESLAT exam such as Continental New York ELLs, Empire State NYSESLAT, and Getting Ready for the NYSESLAT by Attanasio and Associates. For content area support the Scott Foresman ESL series is used. An extensive leveled library is also a major focus in the ENL classroom.

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

In the ENL program newcomer ELLs are buddies with other students who speak their home language. Our paraprofessionals in the school are bilingual and speak the following languages: Punjabi, Urdu, Bengali, Malayalam, Chinese, Korean and Spanish. They are readily available to assist our ELLs with academic and social challenges they face. Our ENL classrooms are labeled in all of the predominant languages spoken by the students. Bilingual picture dictionaries and glossaries are provided to the students. Our ELLs are also provided with the NYS approved bilingual glossaries in the content areas of mathematics and science.

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

The ENL program supports the literacy development of our ELLs at every grade level and every stage of literacy development. There is collaboration with the ENL teacher and the classroom teacher and the classroom teacher to provide the most challenging academic environment for our ELLs. The classrooms are literacy rich environments that provide grade level appropriate materials and texts. Using small group instruction and ESL teaching strategies ELLs gain access to grade appropriate concepts and materials.

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).

Upon registration, newly enrolled ELLs and their families are given a tour of the school by the Parent Coordinator. At that time they meet the ENL Teacher and learn about the school, support services, staff and programs offered. Interpreters are available to assist in this process. Pre-Kindergarten, Kindergarten and Gifted and Talented orientations are held for parents of newly enrolled students to introduce the parents to the teachers and explain the partnership that we share in their child's education. At that time parents are given specific information about what they can do to help ensure their child's success in school.

19. What language electives are offered to ELLs?

A Spanish language elective is offered to ELLs in the gifted and talented program.

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)?

n/a

## 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.)  
PS 18 has ongoing, in depth professional development to ensure strong classroom instruction that fosters academic success. Professional Development opportunities are provided to school staff including teachers, administrators, paraprofessionals, psychologists, therapists, guidance, secretaries and the parent coordinator. These sessions take place during the Monday professional development sessions, professional development days, as well as outside opportunities. Instructional strategies learned at outside professional development sessions are shared with all teachers. Our computer cluster teacher supports teachers during the year at faculty meetings, on strategies for infusing smartboard technology and new software into the curriculum. Our special education team also provides workshops throughout the year on behavior management and differentiated instruction. The focus is on making content more accessible and interactive in ways that support the ELLs and all learners. Eighteen days have been scheduled with the Teacher's College staff developers to provide professional development in literacy instruction in a rigorous progression of skills such as phonics, vocabulary, reading, writing, listening and speaking that are aligned to the Common Core Learning Standards. During these professional development periods teachers are involved in reviewing student work, modifying and adjusting curriculum objectives, and learning how to modify instructional practices that address the needs and build on the strengths of the individual learners in their classes, with a focus on ELLs. Teachers are offered a menu of calendar days at Teacher's College that are both grade and content specific. A synopsis of the TC calendar days and minutes from sessions with the TC staff developer is kept on file. All professional development agendas and attendance sheets for ELL personnel including all teachers of ELLs is kept in a yearly PD binder.
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?  
On a weekly basis teachers are engaged in collaborative inquiry groups that focus on looking at student work and planning instructional programs to increase the proficiency levels of all students. An emphasis has been placed on differentiation of instruction and engaging students with one another around rigorous academic content while developing language and literacy through the content areas. The Danielson rubrics and DOK levels are the focus to promote complex thinking for all students. There is also a focus on deepening teacher understanding of the content and cognitive demands of the CCLS and the math and ELA performance tasks. An emphasis is also placed on further understanding the principles set forth in the Universal Design for Learning and how to apply them to customize instructional plans to meet the range of learners in our schools. Collaborative inquiry also takes place on the CCLS literature and math tasks and the Universal Design for Learning.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our school keeps in contact with the ELL Coordinators at MS 172 and MS 67 to provide the teachers with the information they need to support our ELLs as they transition to middle schools. The NYSITELL scores, most recent NYSESLAT scores and names of ELLs and former ELLs are provided to the middle schools in advance. As the designated middle school liaison, the Guidance Counselor will attend PD sessions that are targeted to enable her to meet the responsibilities of this role such as understanding the middle school choice selection process. The information is then turnkeyed to the fifth grade teachers and the parent coordinator. They provide additional support for families during this process. We arrange for interpreters to be available for the parents.
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.

PS 18 will ensure that the professional development requirements for staff are met as per CR Part 154.2 by strategically planning in house and outside PD sessions. All staff members have been made aware of this requirement, as well as all new CR Part 154 requirements during the Monday professional development sessions. A minimum of fifteen percent of the required PD hours for all teachers must be dedicated to language acquisition, including integrating language and content instruction for all English Language Learners. This will be accomplished during the weekly PD sessions at the school which will focus on academic vocabulary, scaffolding for ELLs, and collaborative best practices. Teachers will also be given the opportunity to participate in PD from outside sources such as the UFT and DELLSS. Our ENL teachers will receive a minimum of fifty percent of their required professional development hours dedicated to language acquisition in alignment with core area instruction by attending in house professional development sessions, as well as attending PD opportunities from Teacher's College, NYCDOE, DELLSS, and the UFT. The school is made aware of all ELL PD opportunities through the weekly e-blast from the DOE. Attendance records and agendas are kept in a yearly binder for all professional development sessions attended by staff both in house and outside of the school. Teachers who hold professional certificates will also update their professional development records online through the NYS Teach system.

### 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?

We provide parents of ELLs annual individual meetings to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas during the parent engagement sessions on Tuesday afternoons from 2:45 to 3:55pm. The ENL teacher and classroom teachers are present during these meetings. The ESL teacher reviews data with the parents such as the NYSITELL scores, NYSESLAT scores, ELL Periodic Exam results and conference notes. The classroom teacher and ENL teacher explain the instructional and scaffolding techniques used during content area instruction in the collaborative setting. Student progress and areas for improvement are also discussed. Every effort is made to determine the interpretation needs of the parent in advance. We review our school staff language survey to determine if we have an interpreter in the school. If no interpreter is available at the school we use the telephone interpretation service provided by the DOE Translation and Interpretation Unit. If a parent is unable to attend the meeting during the scheduled parent engagement session time, a meeting is scheduled at a more convenient time for the parent such as an early morning session.

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.

Records are kept for annual individual meetings with the parents in a yearly binder. An attendance sheet is signed by the parent as well as the staff members who are in attendance. An agenda detailing the topics discussed during the meeting is also kept on file. Parent outreach is conducted in a number of ways to ensure that the needs of the parents are accommodated. Telephone calls are made in the home language of the parents. A phone log is kept which details the dates, times and results of the calls. Letters and flyers are also sent home in the home language. If there is no translation available from the DOE and no staff member is available to translate the document, it is then sent to the Department of Education Translation and Interpretation Unit. If the DOE Translation Unit does not provide translations in the language required we identify a community member, school volunteer or DOE provider to translate the document.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In addition to the scheduled parent teacher conferences, parents are encouraged to participate in classroom activities during the course of the school year such as writing celebrations, read alouds and open school days. Ongoing newsletters from teachers and teacher websites apprise parents of what their children are learning in each subject area and provide tips for what parents can do to support their child's success. Invitations to parents to participate in classroom activities are also included in the newsletters. Scheduled school wide events are publicized through the use of flyers and telephone alerts. Events include curriculum / content workshops, Art Night, Physical Education Night, Science Night, Movie Night and the Spring Fling. When new students are admitted the parents are given a tour of the school and cultural diversity is addressed. Additionally the school staff and PTA work together to provide parents with information at PTA meetings on topics such as school safety, cyberbullying, promoting a child's self esteem as well as parenting tips. Flyers distributed prior to the events request parents to notify our parent coordinator of their needs for interpretation services in the required languages. The predominant languages requested are Punjabi, Urdu and Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our Parent Coordinator organizes all volunteer activities in our school community such as the health committee and the school library volunteer program. The Parent Coordinator also provides parents with registration information for ESL classes through the New York City Public Library. Many of our students attend after school programs at the local YMCA. The YMCA also offers parents free workshops on topics such as health and fitness, nutrition, and parenting tips.

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

Parents are provided with a variety of methods to provide feedback to the school. These tools include the Department of Education Learning Environment Survey, PTA meetings, meetings with the Principal, Parent Coordinator, ESL Teachers, Classroom Teachers, IEP Teacher and the PTA generated Parent Satisfaction Survey. Every effort is made to provide the parents with oral and written translation. The Translation and Interpretation Unit is utilized as well as translation services from outside companies, paraprofessionals and parent volunteers.

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

All methods of feedback from the parents and parent surveys are reviewed in order to determine the needs of the parents. Parent workshops, meetings and activities are then planned based on these results. The parent coordinator reviews the feedback and uses it to plan for future workshops and activities. Classroom teachers also speak with parents on an ongoing basis to determine their needs. They then plan workshops during the Tuesday parent engagement time to specifically address the needs of the parents. These workshops include topics such as accessing educational websites, summer reading ideas and strategies, understanding the new NYSESLAT Exam, reading and math strategies for parents to use with their children, special education parent workshops, as well as workshops specifically geared to increase parental understanding of the curriculum and the CCLS. Parents are provided

with oral and written translation through outside translation companies such as SUPARC, parent volunteers and bilingual school staff.

#### **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: The Winchester School**

**School DBN: 26Q018**

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)
Laurie Ann Careddu	Principal		10/29/15
Leigh DiScala	Assistant Principal		10/29/15
Marnie Tannenbaum	Parent Coordinator		10/29/15
Rosalind Valenza	ENL/Bilingual Teacher		10/29/15
Radhika Singh	Parent		10/29/15
Andria Scala, SETTS	Teacher/Subject Area		10/29/15
Vicky Ventouratos, RTI	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
Anastasia Frangos	School Counselor		10/29/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **26Q018** School Name: **The**  
Superintendent: **Danielle Giunta**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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.

During registration at PS 18, parents or guardians complete a HLIS (Home Language Identification Survey) which is part of the student's cumulative folder. An additional copy is also kept by the ELL Coordinator. The ELL Coordinator interviews the parent during this process to make sure that the form is completed properly and accurately. The survey requests information as to the languages that are spoken in the home and how frequently these languages are spoken. It also asks the parents to identify their preferred languages in which they wish to receive oral and written communication from the school. This information is then entered into ATS by the pupil accounting secretary. The preferred languages of the parents are updated over time through the language preference information provided by parents on the blue emergency cards. A RAPL report is run on ATS by class to determine the language preferences of the parents. Our administrative team and our ELL Coordinator often receive requests from staff members regarding translation needs. They then identify a staff member or community member that speaks the target language. If no staff member or community member is available for the target language the DOE Translation and Interpretation Unit or an approved DOE vendor is used. The school uses this information to make every effort in providing notices and information in other languages so that parents are informed of school events and policies.

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.

We use both the RAPL report and the Language Preference Report from the Translation and Interpretation Unit to determine the preferred languages of the parents in oral and written communication. Currently 4 parents prefer written communication in Bengali, 20 in Chinese, 6 in Hindi, 24 in Korean, 2 in Malayalam, 582 in English, 1 in Pilipino, 23 in Punjabi, 3 in Sinhalese, 11 in Spanish, 1 in Tamil, 7 in Urdu, and 1 in Vietnamese. For oral communication 4 prefer Bengali, 19 in Chinese, 1 in Cantonese, 6 in Hindi, 27 in Korean, 2 in Mandarin, 2 in Malayalam, 573 in English, 1 in Pilipino, 25 in Punjabi, 3 in Sinhalese, 13 in Spanish, 1 in Tamil, 7 in Urdu, and 1 in Vietnamese.

## **Part B: Creating a Communications Calendar**

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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.)

We distribute documents regularly to keep parents well informed about school activities and events. The principal's newsletter and the school calendar are distributed on a monthly basis. Parent teacher conference notices are sent out two weeks in advance of the conferences and are distributed in September, November, March and May. Notices informing parents about our annual curriculum night are sent out in September. Notices about the New York State testing dates are sent out in September, and notices about each specific exam are sent out two weeks before the testing date. Title III after school program notices and test preparation program notices are sent out in October and November. Notices about evening activities are sent out two weeks before the event. Art night notices are sent out in November, PE night notices in March, and Science night notices in June. Our ELL Coordinator sends out notices for Parent Orientations in September and throughout the school year as new admits arrive.

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.

Formal and informal face to face meetings take place throughout the school year. Parents are invited for formal parent teacher conferences in September, November, March and May. Our curriculum night takes place in September. Over the counter registration takes place throughout the year. Parents attend IEP meetings in person and via telephone on an ongoing basis. Parents of incoming gifted and talented students and incoming Kindergarten students participate in school visits in March. Our school staff conducts parent involvement workshops on a number of topics on Tuesday afternoons. School staff such as administration, security, office staff, teachers, paraprofessionals, and support staff communicate informally with parents on an ongoing basis via telephone and face to face interactions.

## **Part C: Providing Language Assistance Services**

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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.

Our school will meet the translation needs indicated in part B in a variety of ways. We have sent out a language survey to all staff asking them to indicate languages other than English in which they are able to read and write. Prior to creating or distributing any school notices we will look at the surveys to see if there is a staff member who can write a translation. If no staff member is available to translate the target language, we will utilize the services of the DOE Translation and Interpretation Unit. If the language is not represented within the DOE Translation and Interpretation Unit we will utilize the translation services of outside vendors approved by the DOE such as The Big Word and SUPARC.

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.

Our school will meet the interpretation needs of the parents as indicated in part B in several ways. Our in house language directory that has been generated from our staff language survey is utilized first to see if we have an interpreter for the target language available in the school. If no staff member is available to interpret in the target language, we will utilize the services of the DOE translation and Interpretation Unit. In some instances the DOE translation Unit may not have a representative available to interpret in the target language. In these cases we will request an interpreter through approved DOE vendors such as The Big Word and SUPARC.

## **Part D: Training Staff on Policies and Procedures**

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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.)

We will ensure that all staff members are trained in how to use translation services and interpretation services by providing them with a professional development session on the resources available through the DOE Translation and Interpretation Unit. The Translation and Interpretation Guide, Language ID Guide and Language Palm Card will be distributed at the PD session. Our office staff and security guard will also be provided with these resources. Our Language Access Coordinator will also send a letter to staff to inform them of the mandates as described in Chancellor's Regulation A-663. This letter will also provide staff with the contact information of the LAC and encourage them to contact the LAC with any questions.

## **Part E: Providing Notice of Language Assistance Services**

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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

Our school has assigned a LAC in galaxy and has received a Language Access Kit. The Welcome Poster has been displayed prominently in our school lobby. The Parents' Bill of Rights and the Parents' Guide to Language Access have been distributed. Our office staff and security officer have been provided with the Language ID Guide. We ensure that documents containing critical information must be translated in each of the covered languages. (Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu.) Interpretation services will be given to parents whose primary language is a covered language and who request language services in order to communicate with the DOE regarding critical information about their child's education. Staff will use all the resources available to them through the Translation and Interpretation Unit, and available language services and vendors. Our school also makes every effort to inform parents of the notification requirements for translation interpretation services for non covered languages by utilizing school staff and approved DOE vendors.

**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)

Our school will gather feedback from parents on the quality and availability of translation and interpretation services by distributing a translation and interpretation survey. The results of the survey will be used to improve the quality and availability of these services. During and after interpretation sessions, parents will be asked via telephone or face to face meetings about their satisfaction with these services. Parents will be encouraged to provide feedback as to the quality of translated documents. All translators and vendors will be informed as to parental comments concerning these documents. We will also create a focus group of parents that is inclusive of all languages and cultures to gather feedback and best practices for translation and interpretation services.