

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

**DBN: (i.e. 01M001):**

**31R018**

**School Name:**

**P.S. 018 JOHN G. WHITTIER**

**Principal:**

**ROBERT RODRIGUEZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 18-The John G. Whittier School School Number (DBN): 31R018  
Grades Served: PreK to 5<sup>th</sup>  
School Address: 221 Broadway  
Phone Number: 718-442-0216 Fax: 718-720-1558  
School Contact Person: Ciro Scardina Email Address: [cscardina@schools.nyc.gov](mailto:cscardina@schools.nyc.gov)  
Principal: Mr. Robert Rodriguez  
UFT Chapter Leader: Mrs. Dana Mahoney  
Parents' Association President: Mrs. Desiree Gagliardy  
SLT Chairperson: Mr. Ciro Scardina  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Demetria Cummings  
Student Representative(s):

**District Information**

District: 31 Superintendent: Mr. Anthony LoDico  
Superintendent's Office Address: 715 Ocean Terrace, Building A, Staten Island, NY 10301  
Superintendent's Email Address: [alodico@schools.nyc.gov](mailto:alodico@schools.nyc.gov)  
Phone Number: 718-420-5657 Fax: 718-420-5677

**Borough Field Support Center (BFSC)**

BFSC: 31 Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace, Building A, Staten Island, NY 10301  
Director's Email Address: [Kmoran2@schools.nyc.gov](mailto:Kmoran2@schools.nyc.gov)  
Phone Number: 718-556-8367 Fax: 718-420-5677

## 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)
Mr. Robert Rodriguez	*Principal or Designee	
Mrs. Dana Mahoney	*UFT Chapter Leader or Designee	
Ms. Desiree Gagliardy	*PA/PTA President or Designated Co-President	
Ms. Sion Nelson	DC 37 Representative (staff), if applicable	
Ms. Demetria Cummings	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mrs. Christine Campos	Member/ Teacher	
Ms. Lucana Troia	Member/ Teacher	
Mr. Ciro Scardina	Member/ Teacher	
Ms. Marie Therancy	Member/ Parent	
Ms. Tanya Smalls	Member/ Parent	
Ms. Blanca Contreras	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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 18R is a pre-K through 5th grade school located in the West Brighton section of Staten Island, New York. Our diverse student population encompasses 45% Hispanic, 44% Black, 5% White and 2% Asian. Students with special needs comprise 20% and ELLs account for 5% of our student population. Student attendance is 92.1%.

Our vision for the education of our students and school community is to learn side-by-side of one another in a safe, orderly and collaborative environment. We emphasize positive behavior and acknowledge students for all progress, which includes academic, and social and emotional growth. Instruction in all content areas is aligned with the Common Core Learning Standards focusing on college and career readiness. We celebrate diversity through special events. Students learn through real world experiences outside the school, which include service learning and field work utilizing New York City as a learning laboratory.

Students attend Saturday classes and receive enriching mathematics and ELA instruction in preparation for the NYS Assessments. Our teachers' are learning to implement the Socratic methodology of questioning to enhance student engagement and facilitate higher order thinking.

Our greatest challenge for the 2015-2016 school year is to increase our student proficiency levels in ELA across all grades.

Our school's greatest accomplishment during the 2013-2014 school year was an increase in mathematics proficiency level from an 18% to 22.1%.

### 31R018 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	640	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.2%	% Attendance Rate	91.3%
% Free Lunch		78.9%	% Reduced Lunch	1.1%
% Limited English Proficient		5.5%	% Students with Disabilities	33.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	41.2%
% Hispanic or Latino		47.8%	% Asian or Native Hawaiian/Pacific Islander	3.2%
% White		6.6%	% Multi-Racial	0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.16	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.37
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.6%	Mathematics Performance at levels 3 & 4	23.2%
Science Performance at levels 3 & 4 (4th Grade)		94.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

### Part 1 – Needs Assessment

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

\*Based on the Quality Review of 2013, the areas of concentration for the school are the following:

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products.

As a result, we will continue to use City-wide suggested curriculums in ELA (ReadyGen) and Math that have been aligned to the CCLS. As a school, our focus is on providing students with access to complex materials (grade level lessons and concepts ) along with the appropriate scaffolding to meet their learning needs.

\*Analysis of student data revealed that our students’ ELA scores were not comparable to the level of sophistication required to meet the demands of the Common Core Learning Standards. This need was identified by analyzing the results of interim literacy assessment (running records), and an item analysis matrix of the 2013-14 standardized test scores. Additional needs assessment used were the actual Common Core Learning Standards and the learning gaps presented by the analysis of the standards.

### 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, teachers will align assessments to curricula, analyze assessments, and adjust instruction to improve student outcomes as measured by 3% increase of levels 3 in end of year ELA Performance Tasks 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>Administrators and teachers across grades 3 – 5 will analyze ELA summative data to identify ELA needs and targets across grades 3-5. Teacher teams will then meet to develop comprehensive collaborative inquiry plans that target the appropriate students who need academic tracking.</p>	<p>Grade 3-5 Students</p>	<p>Sept. 15- June 2016</p>	<p>Administrators and Teachers</p>
<p>The school will conduct Test Prep Academies for targeted groups of students across grades 3-5. All students will participate in a Title 1 Saturday Academy in ELA and Math, which will utilize CCLS resources to help students improve their Proficiency in ELA.</p>	<p>Grade 3-5 students</p>	<p>January 2016 to June 2016</p>	<p>Administrators and Teachers</p>
<p>Teacher Center Coach will provide professional development around component 3c (focusing on guided reading and multiple entry points).</p>	<p>Teachers</p>	<p>January 2016 to June 2016</p>	<p>Administrators</p>
<p>Periodic assessment data results will be use to monitor student progress and inform instructional decisions that will impact student achievement. Teachers will continue to monitor student progress (interim benchmarks) throughout the course of the school year; thus creating multiple entry points for groups of students.</p>	<p>Students and Teachers</p>	<p>January 2016 to June 2016</p>	<p>Administrators and 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>School Net Data Results, Collaborative Inquiry Team Data and Tracking Sheets, After School Data and observation reports</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>											
X	Tax Levy	X	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.

Midyear Benchmarks Assessments (ReadyGen) and Mock ELA Assessment

**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.

After reviewing data from the Learning Environment Survey for the 2013-2014 school year, teachers still indicate that order and discipline is still an area of concern for the school. As a result, we will continue to adapt PBIS strategies and procedures as a support of the social and emotional growth of our students. Throughout the school year, we will use the established PBIS matrix and SWIS data to monitor students’ social-emotional development and ensure academic success.

**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, the entire school will engage in Positive Behavior Intervention Support Initiative, advisory and mentoring to increase a positive and respectful school environment as measured by a 3% decrease in student infractions as evidenced by OORS.

**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>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</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>OORS data will be used to monitor the social and emotional growth of targeted students. We will identify behavioral trends impacting the student population.</p>	<p>Targeted Students</p>	<p>September 2015 to June 2016</p>	<p>Administrators &amp; Teachers.</p>

PBIS team will meet to examine pertinent data regarding the safety and environment of the school. Specific targets will be set on a month by month basis so that the school community is made aware of the importance of the program and its impact upon the entire school community. Overall impact and effectiveness of programs will be measured by a decrease in infractions as measured against monthly OORS data.	Students	September 2015 to September 2016	Administrators & Teachers.
Monthly assemblies will take place to support the social and emotional development of students. Assembly programs will be provided by the Guidance Team.	Students	September 2015 to June 2016	Administrators & Counselors
A student council committee will be established to provide student voice for school level concerns. Student school council will meet on a monthly basis. Additionally, opportunities for school based community service will be made available across the school.	Students	September 2015 to September 2016	Administrators & Counselors

**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.										
OORS data reports, PBIS data, PBIS Incentives, Teacher feedback.										
<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	X	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.
OORS data will be used throughout the school year. A midpoint check will take place January 2016.
<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 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.

Our strength in this area is that we are using curriculums that are aligned to the CCLS and provide student assessments and some additional supports for students. But as evidenced in the Quality Review feedback and PPO feedback, we need to become effective at providing multiple entry points (scaffolds) into the grade level work and creating and identifying additional resources that will support the growth of our lower performing students.

**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, teachers will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including SWDs and ELLs with scaffolded support needed to make growth as evidenced by a 3% increase in the ELA/Math State exams.

**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>Teacher teams will collect student work to determine its rigor and adapt instruction (providing multiple entry point/scaffolds) to increase overall student achievement.</p>	<p>All Teachers</p>	<p>October 2015 to June 2016</p>	<p>Administrators &amp; Teachers</p>

Teacher teams will meet to evaluate and calibrate student work to determine a) adjustment needed to instruction; b) provide students with actionable feedback to increase overall student achievement c) and create modifications (multiple entry points)	All Teachers	October 2015 to June 2016	Administrators & Teachers.
Teacher Center Coach will provide professional development around component 3c (focusing on guided reading and multiple entry points).	All Teachers	October 2015 to June 2016	Administrators & Coach
Teachers will work with Teacher Center Coach) to further develop their understanding of the traits for component 3c. Professional development sessions will be provide to support teachers who are developing and ineffective.	Developing & Ineffective Teachers	October 2015 to June 2016	Administrators & Coach

**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.										
Collaborative Inquiry Data, Partnership with Teacher Center Coach, and Engaging Students in Learning PD session.										
<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	X	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.
We will look at student work samples through collaborative inquiry. Tracking sheets will be used to monitor progress in relation to 3c (Performance Tasks ELA). The midpoint benchmark data will be analyzed January 2016.
<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.

Based on Advance data, component 3c is an area in need of improvement. As a school community we identified implementing Guided Reading instruction across all grades and differentiating mathematical concepts with the focus of providing multiple entry points as our instructional priorities for the 2014-2015 school-year. Moving forward, Guided Reading and Multiple Entry points will continue to be a focus throughout the observation cycles.

**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, Administration will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 85% of teachers’ rating effective and highly effective for component 3C: Engaging Students in Learning.

**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) 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>School administration will collect data around component 3C to identify effective or highly effective teachers that can assist and support developing or ineffective teachers.</p>	<p>Developing &amp; Ineffective Teachers</p>	<p>October 2015 to June 2016</p>	<p>Administration &amp; Coach</p>

Teachers will participate in professional development (ARIS Learning Opportunities/Modules) addressing the framework component 3c Engaging Students in Learning.	Developing & Ineffective Teachers	October 2015 to June 2016	Administration & Coach
Targeted teachers will be provided inter-visitation opportunities in an effort to improve their practice. They will be able to observe teachers who have been rated effective or highly effective.	Developing & Ineffective Teachers	October 2015 to June 2016	Administration & Coach
Administration will work collaboratively to track advance data and provide effective feedback to teachers rated developing or ineffective in component 3c.	Developing & Ineffective Teachers	October 2015 to June 2016	Administration & Coach

**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.											
Advance Web Tool , ARIS Learning Opportunities.											
<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	X	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.											
Advance observation data will be utilized to monitor progress. There will be a specific midpoint (January 2016) to help us analyze the progress we have made towards meeting the specific goal.											
<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 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.

The attendance for Parent Workshops are decreasing year by year. As a result, our school staff will continue communicating with families concerning student achievement using multiple tools and in all pertinent languages in an effort to impact student achievement.

**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, in order to increase community awareness of Health/ Wellness/ Academics, we will have a 5% increase in parental involvement activities as evidenced by attendance sheets and agendas for Workshops and PTA meetings.

**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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Teachers will distribute progress reports four times a year to families.</p>	<p>Families &amp; Students</p>	<p>October 2015 to June 2016</p>	<p>Administrators &amp; Teachers</p>
<p>Teachers will utilize weekly Family Engagement Time to provide parents with feedback and updates on individual student progress.</p>	<p>Families &amp; Students</p>	<p>October 2015 to June 2016</p>	<p>Administration &amp; Teachers</p>

Administrators, teachers and parents will continue to use SchoolMessenger to provide parents with school related information and resources to reinforce the learning at home.	Families & Students	October 2015 to June 2016	Administrators & Teachers
A series of parent workshops will be provided that engage parents in working in a specific content area with their children (Math, Science, ELA).	Families & Students	October 2015 to June 2016	Administration & Parent Coordinator

**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.											
Progress Reports, SchoolMessenger Website, Collaboration with Parent Coordinator, Teacher Center Coach											
<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	X	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.
Attendance sheets for PTA meetings and Parent Workshops will be track; we will look at percentage of parents who are satisfied with the school communication (January 2016).
<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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who were in low 1 range	Focused Reading Instruction	Small Group	During the school day and beginning January 2016 during the Saturday Academy
<b>Mathematics</b>	Students who were in the low 1 range	Focused Math Instruction	Small Group	During the school day and beginning January 2016 during the Saturday Academy
<b>Science</b>	4 <sup>th</sup> grade students in the low range 1	Focused Science Instruction	Whole Class	During the school day
<b>Social Studies</b>	Students who experience difficulty grasping an understanding of the content	Social Studies is incorporated into the literacy block. Therefore, RTI Tier focused classroom instruction takes place. Guided reading, shared reading, interactive reading and read alouds.	Whole group, small group, one to one	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who exhibit emotional distress who are not mandated for counseling but need at risk	Peer Mediation/ Conflict Resolution	Small group and one on one	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>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</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.
<ul style="list-style-type: none"> <li>• All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.</li> <li>• Principal will work closely with the Network Director of Human Resources so that policies set forth by the DOE for selecting high qualified teachers follows the guidelines set by the NYS Education Department.</li> <li>• Teacher Center Specialist is assigned to support struggling and un-qualified teachers.</li> <li>• Mentors are assigned to support struggling and unqualified teachers.</li> <li>• Administration encourages building professional capacity by highlighting teachers' individual strengths, and showcasing their abilities and encouraging independent leadership roles.</li> <li>• The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.</li> </ul>

#### 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).
<ul style="list-style-type: none"> <li>• Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.</li> <li>• Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.</li> <li>• Professional development will be on going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.</li> </ul>

### 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.).

- School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.
- School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.
- School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.
- School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

### **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.

- School provides ongoing professional development to all teachers in analyzing data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

#### 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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	399,318.00	X	pgs. 12, 15-17, 19, 21
Title II, Part A	Federal	74,785.00	X	pgs. 12, 15-17, 19, 21
Title III, Part A	Federal	11,200.00	X	pg. 10
Title III, Immigrant	Federal	0	X	pg. 10
Tax Levy (FSF)	Local	3,821,191.00	X	pgs. 12, 15-17, 19, 21

#### <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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### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Public School 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. **Public School 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)**

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

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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>John Greenleaf Whittier School</u>	DBN: <u>31R018</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>65</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</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: Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in Reading Comprehension, and Writing. The Reading Club AfterSchool Achievers (Great Source Reading program) will be utilized to provide support.

39 reflects the total # of days (Wednesday and Thursday) from NOV 5-April 30). Four teachers will be hire for the program. There are a total of 3 classes with one teacher per class and the ESL teacher will be a floater. The ESL teacher will provide support and guidance in ESL methodology and strategies to the three content area teachers through a push-in model; the ESL teacher will rotate into the three classes to offer her expertise and support to the content area teachers for 40 minutes a day on Wednesdays and Thursdays.

Class A: ESL through content Wed & Thurs 3:00-3:40

Class B: ESL through content Wed & Thurs. 3:40-4:20

Class C: ESL through content Wed & Thurs. 4:20-5:00

The total cost for this program will be as follows:

Grades K/1 (15-20 students) Nov-April @2 hour 2x's a week for 39 sessions

Grades 2/3 (15-20 students) Nov- April @2 hour 2x's a week for 39 sessions

Grades 4/5 (15-20 students) Nov-April @2 hour 2x's a week for 39 sessions

ELS teacher --Nov--April @ 2 hour 2x's week for 39 sessions

4 TRS x 2 hr x 39 sessions x \$51.51 = \$ 15,659

(Additional Support) at no cost to the program

In addition to our Title III allocation, our school will use Fair Student Funding to supplement this Title III ELL After-School Program to support the hiring of 4 teachers. The program will service English Language Learners in grades K-5. All students at the beginning, intermediate and advanced levels of the NYSESLAT and former Ell's will be invited to participate in the program.

## 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: P.S. 18R Title III professional development program will focus on making content comprehensible for English Language Learners.

Teachers will participate in professional development workshops in the most current research methodologies in the instruction of English Language learners. The workshops will also focus on how to prepare ELLs to meet and exceed the Common Core Learning Standards (CCLS) and achieve higher scores on all state assessments. These professional development sessions will be facilitated by school administrators & ESL teacher. The sessions will take place during preps and during professional development periods at no cost to Title III.

Some of the workshops will include: Teaching ELA strategies to ELL students; Differentiated instruction

**Part C: Professional Development**

for ELLS; Best Practices and Strategies in ESL; Understanding the NYSESLAT; and Using technology with ELL's.

**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: Our parents, through our parent coordinator and ESL teacher, continue to express an interest and need for support. We will continue with our very successful ELL after school program, utilizing Title III and other funding sources to hold a five week session of classes after school for the parents to help them learn English and to understand things they can do at home with their children to help them to be successful. We have also found this to be very helpful. Workshops are tentatively scheduled for December 18th, January 15th, February 12th, March 5th, and April 9th. They will run from 3:00 to 5:00 and will be conducted by our ELL teacher, Mayra Nicchio. The program will be targeted to our Spanish speaking parents since this is the area of greatest need. Our hope is to have 20+ parents attend each session. The workshop titles are as follows: 1) Understanding the NYSESLAT; 2) How to help your child with their homework; 3) Building Literacy Skills; 4) Music & Literacy; 5) Preparing your child for the NYS ELA and Math assessments. There will no cost to the Title III allocation.

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**Part E: Budget**

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

Allocation Amount: \$0

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>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	_____	_____

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><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>31</b>	Borough <b>Staten Island</b>	School Number <b>018</b>
School Name <b>John Greenleaf Whittier 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>Robert Rodriguez</b>	Assistant Principal <b>JoAnne Carroll</b>
Coach <b>Donna DeSantis</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Mayra Nicchio</b>	School Counselor <b>Stephanie DeSabato</b>
Teacher/Subject Area <b>Nancy Rogina</b>	Parent <b>Desiree Gagliardy</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sal Schembri</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Don Marbury</b>
Superintendent <b>Anthony Lodico</b>	Other (Name and Title) <b>type here</b>

### 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 <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</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 <u>not</u> 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>575</b>	Total number of ELLs	<b>55</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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### 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	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								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>	55	<b>Newcomers</b> (ELLs receiving service 0-3 years)	48	<b>ELL Students with Disabilities</b>	18
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	52	0	16	3	0	2	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## 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: _____
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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	7	12	14	4	7	4	0				0			0
Chinese	1													0
Russian														0
Bengali														0
Urdu	1	1	2	1										0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		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)	2	2	1	0	1	1								0
<b>Emerging</b> (Low Intermediate)	4	1	0	0	0	0								0
<b>Transitioning</b> (High Intermediate)	2	0	1	1	1	0								0
<b>Expanding</b> (Advanced)	1	7	9	1	3	1								0
<b>Commanding</b> (Proficient)	0	4	5	3	2	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		1	1			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.  
 All of the data we collect is analyzed and guides our teachers for their next steps with their students. The NYSITELL data is used to assess individual student's needs and drive instruction. We use Teacher's College Running Records in Kindergarten through grade 5. All students are assessed four times a year. We use this assessment to determine a student's reading level. This data shows us that three of the kindergarten students are pre-emergent readers, four are emergent readers and one is reading on a level A. Five of our first grade students are emergent readers, four are reading on a level A, two are reading on a level B, three are reading on a level C and one each is reading on a level D, E and F. In grade two, there is one emergent reader, one student is reading on a level A, four students reading on a level C, three students each reading on a level D, E and F and one student reading at a level I. The third grade has one student each on level E, F, I, J and L. The fourth grade has one emergent reader, one student each on level K and L and two students each on level M and N. The fifth grade has one emergent reader, two students on level O and one student on level X. This data shows us that the majority of our ENL students are reading below grade level. This data reflects testing completed in October. Students will be tested again in the end of December. The students in the upper grades who are classified as emergent readers are all new to this country. This information is used to group the students for guided reading and tiered activity instruction. The students receive direct instruction at that level to improve their reading ability. We administer a benchmark assessment in reading and math at the beginning of the school year in all grades. We also administer a mid-year and end of year assessment to track student progress. We use the data collected to inform instruction and differentiate. This information drives our instruction. We use this information to help us to meet the needs of our ENL students. We tailor instruction to ensure that our ENL subgroup meets instructional expectations.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSITELL data is the information we use to decide which students will be part of our ENL program. We have seen a trend of students benefiting from participating in our PreK program. These students are not eligible because of the immersion in an English speaking PreK environment. The LAP team identified a number of patterns in student's results. Writing is consistently an area of weakness for our ENL population with reading being the next area of concern. A majority of our ENL students are currently reading below the benchmark for their grade. The strengths of our students were listening and speaking. This was consistent across the

grades. This information guides our instructional decisions. The teachers evaluate the data for their students to assess what each child needs to improve. We evaluate the success of our ENL program by not only looking at the test results but through the evaluation of the whole child and the daily assessment of that student. There are performance based assessments that are part of the Ready Gen program which the teachers will be using at the end of each module to assess student performance. Third, fourth and fifth grade students will also be completing assessments through Schoolnet. Teachers use this data to inform instruction for all students in their classroom. Teachers use portfolios to collect and track student data. They use this information to monitor student progress. The NYSITELL tells us the current level of our ENL students. In kindergarten, we currently have 2 entering students, 4 emerging students, 2 transitioning students and 1 expanding student. There are no commanding/proficient students in kindergarten. In first grade, we have 2 entering students, 1 emerging student, 0 transitioning students, 7 expanding students and 4 commanding/proficient students. In second grade, there is 1 entering student, 0 emerging students, 1 transitioning student, 9 expanding students and 5 commanding/proficient students. In third grade, there are no entering or emerging students, there is 1 transitioning student, 1 expanding student and 3 commanding/proficient students. In fourth grade, there is 1 entering student, 0 emerging students, 1 transitioning student, 3 emerging students and 2 commanding/proficient students. In fifth grade, there is 1 entering student, 0 emerging or transitioning students, 1 expanding student and 2 commanding/proficient students.

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

AMAO 1 indicates the progress students have made in English Language Proficiency. There is no data available for AMAO 1 for P.S. 18. AMAO 2 indicates the status of our students for achieving proficiency on the NYSESLAT. We have met consistently met this target at P.S. 18. This data focuses our instruction and guides teachers. Instructional decisions will be based on the trends surfaced from the NYSESLAT. The school uses AMAO to infuse the data in making educational decisions by creating attainable goals. The staff members involved in the process are Mrs. Nicchio our ENL teacher and Mrs. DeSantis our Literacy Coach. They work with all classroom teachers involved with ENL students on each grade.

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

ELLs are not a specific sub-group in the third, fourth and fifth grades in our school, however, as a school we do collect, and analyze their data. As a result, goals and instructional decisions are created and made around the needs of these children. Data regarding ENL students is also discussed at Teacher Team meetings. Their work is examined for strengths and weaknesses. Students in the third, fourth and fifth grade have the opportunity to take the NYS Math exam in Spanish. Fourth grade students have the option to take the NYS Science exam in Spanish. Last year, all of these students had a home language of Spanish. All of those students took the test in English. We anticipate a fourth and fifth grade student taking their exams in Spanish this year. As part of her program, Ms. Nicchio supports the students for these exams. We do not use the ENL periodic Assessment at PS 18. At this point we have a limited number of ENL students in the third, fourth and fifth grade. Most of our students are in the early grades.

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](#).]

We have focused on strengthening our core instruction for our ENL population. We have placed them in the same classroom by grade and scheduled the ENL teacher to push in to work with her students. The instructional core has been tailored to meet the needs of our ENL learners in that classroom. Language development is fostered at all levels through purposeful, deliberate conversation between the teachers and students, and among students. Reading and writing is stressed and is taught as specific curricula, and integrated into each content area. The focus is on building students' abilities to form, express, and exchange ideas through dialogue, questioning, and sharing ideas and knowledge. In these instructional conversations, the teachers listen carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts. Progress monitoring is achieved through administering the Teacher's College Running Record four times during the school year. The teachers also track student progress through the benchmark assessment administered in reading and math at the beginning, middle and end of the year. Teachers also use end of unit assessments in reading and math to track student progress. The school analyzes data and students who are in need of Academic Intervention Services receive those services through our speech teachers. The school provides service to all students in grades K - 5 who are in need of support to increase their reading proficiency.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- The home language survey provide the school with information regarding what language is spoken in the student's home. There are support members on staff who can help the teacher if they need to communicate with the home. Teachers are aware of the needs of the ENL population in their class and are supported as these students develop English proficiency. All staff members are aware of the needs of the ENL learners within our school. They address those needs on a daily basis in class.

7. For dual language programs, answer the following:
- 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?

We do not have a dual language program.

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

We evaluate the success of our program by looking at the movement of our students from entering to commanding/proficient. We also closely track the number of students who reach proficiency. We look at student growth with relation to their running records. Students are tested four times a year using the Teacher's College Running Record system. We are looking for them to ultimately receive grade level proficiency according to that system. Currently, we do not have enough students in the 3rd through 5th grade to form a sub-group for ENLs. Because of this, we do not have an AYP goal for our ELL population. The results of the NYSESLAT help us to analyze the success of our program and modify instruction. We use this data to support our students and create a program which helps them move from entering to emerging, transitional, expanding and finally commanding/proficient.

## 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.

Students are initially identified as possible ENLs during the registration process. Parents complete the Home Language Identification Survey with a licensed pedagogue and are interviewed in English or their native language, where possible. If one question on the HLIS Part 1: questions 1-4 indicate that the student uses a language other than English and 2 questions on the HLIS 1: questions 5 - 8 indicate that the student uses a language other than English and the interview indicates a language other than English then the student is considered to have a home language other than English. These surveys and interviews are conducted primarily by our ENL teacher, Mayra Nicchio. We have another teacher, Donna DeSantis, our UFT Teacher's Center Coach who is also trained in the identification process. These teachers conduct the interview with the student. These teachers speak English and Spanish. They read a book to the student in English and asks questions about the story to determine the student's level of understanding. We also investigate to see if the student has an IEP and if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LP team determines that the student may have English Language acquisition needs, the student must take the NYSITELL. If the LP team determines the student does not have English Language acquisition needs and should not take the NYSITELL the recommendation is sent to the principal so he can either reject it or accept it. If the principal accepts the recommendation, it is sent to the superintendent for final approval. The parent must also be notified of this decision. Mrs. Nicchio fills out the language code after this process has been completed. This test ultimately determines who will be part of our ENL program. Mrs. Nicchio administers the NYSITELL to assess whether or not students are eligible to participate in our ENL program. Students who do not pass the NYSITELL are administered the Spanish Lab if that is their native language. This task is completed within the student's first 10 days of school. Within 5 days of ENL determination, parents are informed of the results of the NYSITELL and ENL status using a standard parent notification letter. These letters are available in the parent's preferred language. Ms. Nicchio has an English as a Second Language teaching license.

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).

We currently do not have any SIFE students at P.S. 18. When new admits come to our school, we have thirty days to determine if the students are SIFE. After completing the initial identification process if there is any indication that the students has had an interruption or inconsistency in their formal schooling we proceed with the SIFE identification process. It is also necessary to administer the Literacy Evaluation for Newcomers. We conduct an oral interview with the parent to gather as much information as possible regarding the student's school history. All of this information is used to develop a more comprehensive picture of the student and how we can meet his needs. We also look at the parent survey, interview and student records. If a student is SIFE, we immediately administer a Teacher's College Running Record to assess the student's reading level.

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).

Parents are always interviewed when a student is admitted (in their dominant language where possible) and asked if their student has an IEP. There is also a flag in ATS which indicates if a student has an IEP. If this flag is present during a student's registration Mrs. JoAnne Carroll, assistant principal, member of the LPT and supervisor of special education, is notified so she can determine if the needs of the student as indicated on the IEP are being met. The SIT team determines the student's eligibility for special education services. The SIT team will review the student's IEP. All of our special education services are delivered in English. We do not have a

bilingual or dual language program at P.S. 18. ENLs who are also students with disabilities receive accommodations that apply to both ENLs and SWDs. These students are not exempt from the NYSESLAT and may be tested with test modifications. Our goal is for a student to be placed in the appropriate program the day he/she is admitted to the school unless it is necessary to develop a comparable service plan. We follow the same procedure (indicated in section 1) for enrolling our special education ENL students. Students will receive service placement for our ENL program on the day they are admitted if they are coming from another New York City Public School and within 10 days if it is necessary to administer the NYSITELL.

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

Mrs. Nicchio distributes the Parent Survey and Program Selection forms (in the parent's preferred language) at her initial parent meetings in the beginning of the school year. It is her responsibility to distribute the letters. She ensures that a form is collected from each parent. Mrs. Nicchio maintains these records as part of her ENL Compliance binder. The RLAB report is ATS is used to determine student eligibility in the program and in taking the NYSESLAT. Ms. Nicchio is also responsible for distributing the parent notification letters within five school days after the NYSITELL is completed. These letters are distributed in the parents' preferred language. She keeps documentation in her ENL compliance binder of when the letters were distributed for each student.

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).

This information is explained to the parents during the parent information meeting. It is also provided for them in writing.

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.

The ENL teacher, Ms. Nicchio, conducts the parent orientation meeting where she explains the three program choices to the parents. During this meeting, the parents watch a video (in their home language), the program options are explained and parent questions are answered. The parents are provided with a Parent Survey and Program Selection form (in the parents' preferred language). Parents are informed that if the form is not returned the default placement is a bilingual program. This form must be returned to the school within 5 school calendar days. But, many are filled out during the meeting. Ms. Nicchio follows up with the parents who do not send back their forms to ensure they are returned on time. The first meeting is usually the meeting with the best attendance. Letters are sent out to invite the parents to this meeting. Mrs. Nicchio will also be at the entrance of the school in the morning as parents drop off their students to personally invite parents to attend the meeting and emphasize how important it is that they attend. She will also call the parents who she does not see to make sure they are aware of the meeting. Ms. Nicchio calls parents who miss the first meeting and arranges for multiple meetings to ensure that every parent understands their choice. We have been able to finish this process within ten days of the beginning of school because of excellent attendance at our parent meeting. This year, two students transferred to our school from a dual language program. Ms. Nicchio met with the parent to explain the program we have at our school and how the students would receive the service. Ms. Nicchio also gave the parents the opportunity to observe the program and answers any questions they have. Ms. Nicchio is responsible for following up with the parents and collecting all of the Parent Survey and Program Selection forms. She maintains those records as part of her ENL Compliance Binder which she keeps in her classroom.

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

Parent Survey and Program Selection forms (in the parents' preferred language) are also distributed at the Parent Orientation meeting. Many of the forms are filled out and returned at this time. The forms must be returned to the school within 5 school calendar days. The first meeting is usually the meeting with the best attendance. Letters are sent out to invite the parents to this meeting. Mrs. Nicchio will also be at the entrance of the school in the morning as parents drop off their students to personally invite parents to attend the meeting and emphasize how important it is that they attend. She will also call the parents who she does not see to make sure they are aware of the meeting. Ms. Nicchio calls parents who miss the first meeting and arranges for multiple meetings to ensure that every parent understands their choice. We completed the process within the first ten days of school. Mrs. Nicchio is responsible for following up with the parents and collecting all of the Parent Survey and Program Selection forms. Ms. Nicchio is responsible for collecting the data from the parent choice forms and informing the administration what those forms indicate. When we are faced with students who transfer to our school from another program (this year we had two students who came from a dual language program), Ms. Nicchio meets with the parent to explain the change in program. She also gives the parents the opportunity to observe the program and answers any questions they have. Ms. Nicchio maintains all records as part of her ENL Compliance Binder which she keeps in her classroom., room 333.

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

Mr. Schembri, our parent coordinator, calls parents who miss the first meeting and arranges for multiple meetings to ensure that every parent understands their choice. We were generally able to complete the process with only a couple of meetings. Mrs. Nicchio is responsible for following up with the parents and collecting all of the Parent Survey and Program Selection forms. She maintains those records as part of her ELL Compliance Binder which she keeps in her classroom.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Mrs. Nicchio is responsible for distributing the letters to the parents. These letters are distributed in the parents' preferred language. Ms. Nicchio documents when the letters are sent out in her ENL compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Original HLIS documents are in a child's cumulative record which is kept by the classroom teacher in a file box locked in the classroom. Ms. Nicchio also maintains a copy of the document in her ENL compliance binder. Parent choice documents, copies of entitlement and non-entitlement letters are kept in the ENL compliance binder. This documentation is maintained in a binder which is kept in Mrs. Nicchio's room (room 333). The administration and Mrs. Nicchio have access to this documentation. If any classroom teachers have questions regarding the documentation, they need to see either the principal or assistant principal for access to the 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.  
All students who are eligible to take the NYSESLAT are administered the exam during the testing period. The list of eligible students is taken from the RLER report in ATS by the testing coordinator, JoAnne Carroll. She creates the testing schedule to ensure that all four components of the exam are administered during the testing period. The test is administered during the testing period by Ms. Nicchio, Mrs. DeSantis, Mr. Scardina and Ms. Mannino. Mrs. Nicchio, our ENL teacher, administers the speaking component herself. She will be observed completing this task by either Ms. Mannino or Mrs. DeSantis. The rest of the exam is scheduled based on the grade level of the students and the component to be tested on a designated day. Each exam component is scheduled to be administered over a two day period. Each of our proctors will test a different group of students. For example, Ms. Nicchio will test the kindergarten students, Ms. DeSantis will testing the first grade students, Mr. Scardina will test the students in grades 2 - 4 and Ms. Mannino will test the fifth grade students. All students will be tested for the same component. It has not been an issue to schedule the students to complete the exam. There is more than enough time within the testing window to administer the exam to all the students. Students who are absent during that time take the test during the makeup period. We have always been able to administer the exam within the time period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Placement letters are distributed to the students by Mrs. Nicchio. She is also responsible for maintaining these records as part of her ENL Compliance Binder. Continued entitlement letters are also distributed and the records maintained in the same binder. Letters are always distributed in the parents' preferred language. At the beginning of the school year, Ms. Nicchio distributes continued entitlement and transitional support letters (in the parents' preferred language) to the parents after she receives the results of the NYSESLAT. These letters indicate to the parent the student's current level of instruction and what support they will be receiving through our ENL program.
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).  
At the parent meeting, the three different programs (ENL, bilingual and dual language) were discussed and explained to the parents. The data collected through the Parent Survey and Program Selection forms showed the parents overwhelmingly support the Freestanding English as a New (ENL) Program. One hundred percent of the forms selected English as a New Language as the program choice. This has been a consistent trend in our school with one hundred percent of our parents selecting the program each year. The parents also understand that if they do not return their form the default would be a bilingual program. They feel strongly that their children should be exposed to as much English as possible as soon as they begin school. The program model offered at our school is aligned to the parent's selection. There continues to be very little interest in creating a bilingual class even though this program was presented and discussed with the parents. A survey was conducted and the response continues to be overwhelmingly negative. Due to this, we have decided to continue with our current program.

## Part V: ELL Programming

## A. Programming and Scheduling Information

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

Our program, to comply with CR Part 154.2, requires that we are both an integrated and stand alone program with most of the ENL students in the same class on a grade level. We are able to meet the time requirement in this way. It is not possible for all of the students to be in the same class because some of our ENL students are in self contained special education classes or on the special education side of an Integrated Co-Teaching class. Students are grouped based on grade level. The groups are heterogeneous (mixed proficiency levels) because they are based on grade level.
  - b. TBE program. *If applicable.*

We do not have a TBE program at PS 18.
  - c. DL program. *If applicable.*

We do not have a DL program at PS 18.
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)?

A schedule has been generated to ensure that all students receive the number of instructional minutes mandated by their proficiency level. Students have been programmed, where possible, in the same class so that Ms. Nicchio can work with them together. Using data points from STARS and the RLER report from ATS to program the students. Ms. Nicchio also works on her prep period to ensure that all of the students are serviced.
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.

Our entire program is English as a New Language. Ms. Nicchio focuses on developing vocabulary for the students in the content areas. She also conferences with each child and helps facilitate their writing in the classroom. The content areas are delivered by the ENL teacher, the content area specialist (science) and the classroom teacher. We use the Ready Gen program for literacy instruction, Go Math for math instruction, the FOSS science kits for science instruction and the Houghton-Mifflin program for social studies. The math, science and social studies materials are all available in Spanish for our Spanish speaking students. Teachers are trained in Universal Design for Learning. As a result, pedagogical practices are put into place to support the ENL students. An example would be the use of images on the smart board to represent domain specific vocabulary. The use of "realia" (actual objects) in the classroom setting. The use of listening centers and on-line resources to support content learning. All pedagogy are well versed, through professional development, to thread the ELA instructional shifts and Common Core Learning Standards in ELA, to foster language development and meet the demands of CCLS. It is common practice in our school to hear content teachers using the language of the ELA standards, including Foundational and Language Standards. The ENL teacher also focuses on increasing student's vocabulary by reading in the content areas. All instruction has been aligned to CCLS by implementing Ready Gen in the classrooms which is a CCLS based program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our entire program is English as a New Language. We do not offer a bilingual or dual language program. Therefore, our students have access to materials in Spanish but we do not evaluate their progress in this language. We have materials available in social studies, science and math in Spanish for the teachers to use as a support. Ms. Nicchio supports the teachers with translations when needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our classroom teachers are also focusing on increasing student proficiency through the implementation of our literacy block and focusing on student's using reading strategies to improve their understanding. They are focusing on increasing student vocabulary through content area instruction creating an environment that is print rich to expand our ENL student's vocabularies. In our ENL program we will continue to implement a balanced literacy program following the workshop model. All teachers work with and use reading strategies that are based on the Balanced Literacy Initiative addressing scientifically based research in the six dimensions on reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. In addition, learning from looking at, and listening to, student work on a routine basis; the integration of literacy into the content area in social studies, science, the arts and technology into the instructional program and continued implementation of the workshop model. We continue to add a large amount of material to the program. We have integrated the seven habits of effective readers into our literacy block. They are questioning, determining importance, activating prior knowledge (making connections), inferencing, synthesizing, visualizing and monitoring and repairing comprehension. We have enriched our curriculum by incorporating the Ready Gen program, Houghton Mifflin Social Studies and Foss science kits into daily

instruction. Our ENL teacher uses her level classroom library and our teacher's resource room to provide the students with a literature rich environment which crosses the content areas.

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

We currently do not have any SIFE students at PS 18. If we had any SIFE students, we would find the level of the student and support the student to develop a foundation from that level. Classroom teachers differentiate instruction based on the needs of the individual student. During literacy and math instruction students participate in tiered activities focusing on improving specific skills. Students who are classified as entering or emerging receive 360 minutes of instruction a week. Transitioning and expanding students receive 180 minutes of instruction. Proficient or commanding students receive 90 minutes of instruction. Students who have passed the NYSESLAT also receive service for two consecutive years under the classification of commanding for 90 minutes a week for two years. Ms. Nicchio, in collaboration with the classroom teacher, analyzes the modality report from the NYSESLAT and NYSITELL to determine the areas of weakness for each student. An area of focus for newcomers and well as former students is determined. Our newcomers have the most intense immersion in the English language. The ENL students who we are servicing for 4 to 6 years and longer are in the upper grades and are predominately in our self contained special education classes. These students need instruction which meets the needs of their learning disabilities. All students who are in our program receive the testing accommodations of extended time and a separate location. Students who also have an IEP can receive other accommodations if they are indicated on their IEPs.

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.

These students needs will be addressed in the same way as our current ENL students needs are met. The same procedures are followed as indicated in section 1. Parents will receive their entitlement letter and have the right to appeal the decision. Ms. Nicchio, our ENL teacher, is in charge of managing the initial identification process. She is also responsible for managing the reidentification process.

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?

Our ENL-SWD population receives all services mandated including ENL mandate. We have developed our program to ensure that each student receive not only what their IEP mandates but what their ENL mandate requires. Across each grade, each classroom uses the same material for literacy, math, social studies and science. We use tReady Gen for Literacy Instruction, GoMath for math instruction, FOSS science kits for science instruction and Houghton Mifflin Social Studies program for social studies instruction. We do not have any students whose IEP mandates bilingual instruction. Many of our ENL students who have IEPs are in integrated co-teaching classes. They spend their days learning with their non-disabled peers. Students who are in self-contained classes are mainstreamed as much as possible with their non-disabled peers. We try to program the students with the most flexibility to have them with their non-disabled peers as much as possible. Our classroom teachers are also focusing on increasing student proficiency through the implementation of our literacy prototype and focusing on student's using reading strategies to improve their understanding. They are focusing on increasing student vocabulary through content area instruction creating an environment that is print rich to expand our ENL student's vocabularies. In our ENL program we will continue to implement a balanced literacy program following the workshop model. All teachers work with and use reading strategies that are based on the Balanced Literacy Initiative addressing scientifically based research in the six dimensions on reading: 1) understanding how phenomes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. In addition, learning from looking at, and listening to, student work on a routine basis; the integration of literacy into the content area in social studies, science, the arts and technology into the instructional program and continued implementation of the workshop model. We continue to add a large amount of material to the program. We have integrated the seven habits of effective readers into our literacy block. They are questioning, determining importance, activating prior knowledge (making connections), inferencing, synthesizing, visualizing and monitoring and repairing comprehension. We have enriched our curriculum by incorporating the Ready Gen Literacy program, Houghton Mifflin Social Studies and Foss science kits into daily instruction. We also added new computers to each classroom last year to support instruction. Our ENL teacher uses her level classroom library and our teacher's resource room to provide the students with a literature rich environment which crosses the content areas.

Chart 7 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?

Students are scheduled to maximize their instructional time. Where possible the ENL provider pushes in to support the students during literacy instruction in small groups. All other times the ENL teacher pulls out the identified student and parallels classroom instruction with an emphasis on building vocabulary. Students are evaluated by the school assessment team to determine if there are significant academic delays that interfere with their acquisition of grade standard skills. If a student is approximately one year below grade level they would be considered for our Integrated Co-Teaching program. We are always looking for placement which would best meet an individual student's academic needs. Students are always placed in the least restrictive environment whether that be ICT or a self contained class.

### 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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

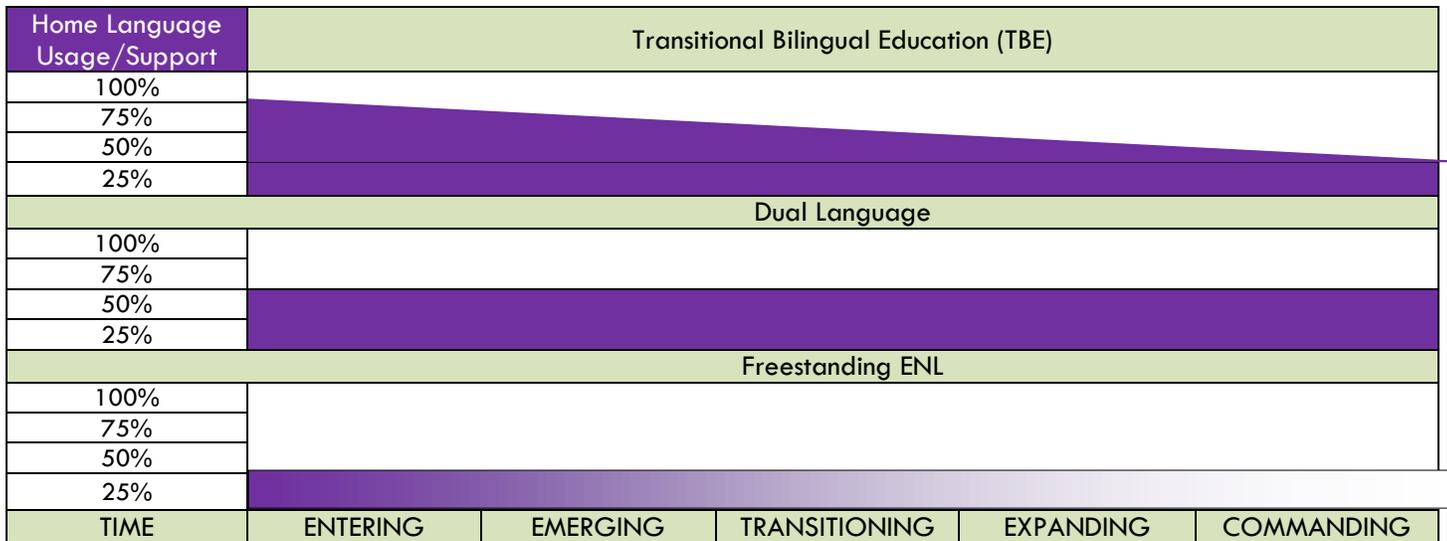


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our data indicates a number of implications for instruction. We have designated a block of time each day to focus on small group instruction. Our program is English as a New Language, because of this, our intervention programs focus on the student's work in English and not their native language. During literacy instruction, the students completed tiered activities where they apply the skill introduced during the mini lesson. These activities provide scaffolded instruction to meet the specific needs for our English as a new language learners. Tiered activities are also part of our math program. Students also have the opportunity to be part of our AIS program which is provided by our speech or SETSS teachers. The speech teachers focus on language development using the Wilson and Foundations programs. Teachers address social studies and science needs through small group instruction and tiered activities that are part of our literacy program. We must continue to focus on our entering and emerging students and provide them with the skills they need to become proficient in all four areas. Classroom teachers also focus on improving individual students skills when they meet with their guided reading groups and conference with individual students. Classroom teachers look at student progress with relation to the Teacher's College Running Records. The goal is for each student to be reading on grade level by the end of the school year. In the 2015-2016 school year, we have seen a slight increase in our ENL population. Many Spanish speaking students who attend our full day PreK program before kindergarten passed the NYSITELL and were not eligible for ENL services. Students who have reached proficiency on the NYSESLAT are supported through extra pull out AIS instruction. All students, current and former, are invited to attend our ENL after school program. This after school program meets two days a week after school. It is another opportunity for the students to improve their language skills. The library is an important part of the program. Students work with the librarian on literacy based activities to improve student vocabulary and literacy skills. Current ENL students also receive ENL test accommodations of time extension, separate location, access to a bilingual dictionary, simultaneous use of english and the alternate language for all exams except the ELA exam, oral translation where home language is not available and written response in the home language for all exams except the ELA exam. These accommodations are also available for students for two years after they pass the NYSESLAT. We will continue to focus on our entering and emerging students by either pushing in or pulling them out during morning literacy instruction for intensive instruction intended to support the ENL student in achieving a level of English proficiency which will allow them to function productively in their classrooms. We also use a buddy system within the classrooms where ENL students work closely with their English Proficient counterparts to increase their language development. The targeted intervention for ELA, math, social studies and science is provided though our AIS/RTI program in grades K - 5. Literacy instruction focuses on non-fiction text to address social studies and science instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are using the Ready Gen program as the foundation for our literacy instruction. The program provides scaffolded instruction to support the ENL students. Each grade prioritized the standards, choosing one to focus in on during a unit of study. Standards that align to the focused standards were also included in the curriculum maps. We collect data periodically through performance based assessments(in reading, math, social studies and science), running records, and end of unit tests (in reading, math, social studies and science). This information is analyzed and trends are surfaced for all subgroups including our ENL population. Teachers are responsible for discussing the data by looking at the student work and creating next steps where the gaps exist. This analysis takes place on Tuesday afternoons following our collaborative inquiry protocol. Teachers create and design lessons to meet the needs of the students in whole group, small group and individual settings or instruction. Teachers are focusing on addressing the CCLS through the literacy, math, social studies and science programs. Teachers are aware of the students in their class who receive ENL instruction and what level they are. Students new to the NYC public school system are assessed using the NYSITELL. Data regarding transferring students is available through ATS. Student progress is consistently discussed at weekly inquiry meetings.
12. What new programs or improvements will be considered for the upcoming school year?
- We are focusing on addressing the standards through the current program. We have been focusing on improving instruction through planning and improving our curriculum maps. Each grade prioritized the standards, choosing one to focus in on during a unit of study. Standards that align to the focused standards were also included in the curriculum maps. After lessons have been implemented we reflect and decide if we need to refine the lesson.
13. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any of our programs this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have reinstiuted our afterschool program. It will be held two days a week. There will be a group of 12-15 students on each grade participating. It will be open to current and former ENL students. Every student receives an invitation to attend the program. Mr. Rodriguez sends our information through school messenger to ensure that paretns are aware of the program. We will be using the Afterschool Achievers Reading Club program from Great Source. We also plan to continue with our Saturday Academy. This will begin in January. We feel both of these programs will increase the opportunities for our ENL students to become proficient more quickly. This program is available to all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students who would like to attend. They are afforded equal access to this program. Native language materials are provided through our ENL

teacher, Mrs. Nicchio. P.S. 18 is also a Beacon school. All students who are part of the P.S. 18 school community are eligible to participate in the after school and Saturday activities provided by United Activities Unlimited. All ENL students are afforded equal access to all programs in the school. Our ENL after school program is funded through Title III money. Our Saturday Academy is funded through fair student funding money in galaxy. United Activities Unlimited is funded through outside sources and not from the school budget. All of our programs are traditionally at capacity with participating by many of our ENL students.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We are using the Ready Gen Literacy Program, the Go Math program, the Foss kits for Science instruction and Houghton Mifflin Social Studies series. The Ready Gen and Go Math programs have a technology component which is used in all classrooms. Students in the all grades have access to the computer based programs Starfall, Moby Max, Pebblego, Reading Eggs, Brainpop and ABC Mouse which helps the students develop English proficiency. All of our programs are in predominately in English to develop those language skills for the students.

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

There are a number of staff members who speak Spanish and are available to support our ENL students as they develop their understanding and knowledge of the English language. We have Spanish materials available in math, social studies and science for students to support them during this instruction. Students will have access to books in English and Spanish to help them develop their English skills. We use students and parents to help us translate for language support for languages other than English and Spanish.

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

Our staff evaluates the developmental ability of the student when planning for differentiated instruction for the student. During collaborative inquiry, the teachers look at student work and focus on trends that need to be addressed. Our classroom teachers understand how to support the students in their class to be successful with material on their current age and grade level. Our ENL teacher is also helping the students develop background knowledge and vocabulary that support the themes and topics students will encounter during the school year. Ms. Nicchio works closely with our ENL-SWD teachers to help them meet the needs of the students in their classroom.

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).

Parents who register students prior to the beginning of school receive information on how they can support their students during the school year. We do not currently have activities planned prior to student enrollment to acclimate those students to their new school environment. Students who enroll during the school year are invited to participate in our after school program.

19. What language electives are offered to ELLs?

There are no language electives offered to our ENL students.

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)?

We do not have a dual language program at PS 18.

## 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.)  
Staff members participate in professional development opportunities which are offered by the Department of Education and our BOorough Field Support Office. Our ENL teacher, Ms. Nicchio, attends many of these workshops. She is responsible for turnkeying the information and content to all school staff during Monday Afternoon professional development time. This is documented as part of the ENL Compliance Binder. It is also documented as part of Mr. Rodriguez's professional development plan for the entire school. The goal of our professional development is to improve student performance by improving the ability of all teachers to design and implement a comprehensive and effective instructional program for all ENLs. The parent coordinator and secretaries have also been trained, through the borough field support office in the intake process for ENL students.
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?  
We are focusing this year on breaking down the standards and making sure we are addressing the standards on each grade level so we can prepare the students as they move to the next grade. This training will be led by our coach, Mrs. Donna DeSantis. We also provide our teachers with ongoing training to implement the new Ready Gen literacy program and Go Math program. Staff development for all teachers will be in the four modalities (listening, reading, writing and speaking) including combination modalities for level adjustments - these designations can assist teachers in differentiating instruction for their students. We continue to focus on implementing a structured prototype during balanced literacy. The implementation of this initiative is supported through grade level meetings. The ENL teacher will also present staff development which presents opportunities to learn strategies that support and scaffold listening, speaking, reading and writing as well as content knowledge. Our goal is to support the teachers as they work with the ENL students in their classroom. We also schedule our ENL teacher to plan with the classroom teacher in an effort to support the ENL students. Pegagogues who require training have an opportunity to participate in workshops offered through the UFT Teacher Center.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Fifth grade staff members work closely with the parent coordinator, the school guidance counselor and social worker to provide support for students who are transitioning from elementary school to middle school. The guidance counselors have received professional development through the borough field support office to prepare them for working with the fifth grade students. This is done mostly through group and individual counseling sessions where students role play and discuss their expectations for junior high. .
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.  
Professional development requirements are met during our Monday Afternoon PLC sessions. Mr. Rodriguez keeps records of the activities through agenda and attendance in a compliance binder in his office.

### 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?

Our parent coordinator has established a communication system to meet the needs of our parents. Ms. Nicchio also provides workshops for our parents in conjunction with our ENL after school program. She provides workshops on topics such as preparing your child for the NYS ELA or Math exams and why it is important for your student to read every night. All correspondences from the main office are distributed in English and Spanish. Translation services are available for the teachers, through other staff members, for parent teacher conferences where language is an issue.

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.

Parents have the opportunity to meet with the classroom teacher and Ms. Nicchio on Tuesday afternoons during parent engagement time to discuss the goals of the ENL program, their child's developmental progress, their child's English proficiency assessment results and their child's language development needs in all content areas. This information is logged in each teacher's parent engagement log. This log is kept in the classroom teacher's data binder and Ms. Nicchio's ENL Compliance Binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Mr. Schembri, our parent coordinator conducts meetings and workshops to inform parents about ways they can support their student's learning. Ms. Nicchio also conducts workshops as part of our afterschool program. Mrs. DeSantis conducts workshops as part of the Saturday Academy. We have done workshops on the following topics:

- 1) Understanding your child's IEP
- 2) Understanding the NYS ELA and Math exam
- 3) Daily living skills
- 4) Understanding the NYSESLAT
- 5) Literacy - how to help improve your student's reading and writing skills
- 6) Developing conversation skills in your daily life - talking to your child at home as a way to improve their vocabulary.
- 7) Getting to know the Common Core State Standards
- 8) Asthma
- 9) Mental Health
- 10) Nutrition
- 11) How to deal with Stress
- 12) Literacy with students and parents

We also translate all documents for the parents so they can understand what is going on in our school. When parents come in to school with questions about documents, we have staff members available who can speak to parents in Spanish and explain documents, procedures or help parents fill out documents correctly. We also have an open door policy to address parent needs. Our principal, Mr. Robert Rodriguez, conducted a meeting at the beginning of the school year to provide the parents the opportunity to discuss their concerns about the school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We have a partnership with Health Plus and Music for Many. Health Plus provides workshops concerning asthma, mental health, nutrition and how to deal with stress. Music for Many provides literacy workshop in conjunction with the ENL after school. The workshop is for parents and their students together. All materials are provided to parents in English and their home language. They also have staff available who can translate and explain documents to parents.

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

We evaluate the needs of our parents through informal discussions and the school surveys. Mr. Rodriguez has a meeting in the beginning of the year where he invites all parents to express their concerns for the school year. Mr. Schembri, our parent coordinator, also reaches out to the parents to evaluate the needs of the parents. Mr. Schembri speaks Spanish and is available for translation services. We also rely on bilingual parents and students to support us for other languages.

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

Workshops are held addressing parent concerns and questions they have. During the Saturday Academy, we familiarize the parents with the content of the test so they will have an understanding of what is expected of their children. We have held specific workshops, for example, understanding your child's IEP because we determined that there was a need. Parents discuss their needs and concerns with Ms. Nicchio and Mr. Schembri, the parent coordinator. This information is then turned into a workshop to clarify questions they have and support them as they try to help their students succeed.

#### **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: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **31R018**

School Name: **John Greenleaf Whittier School**

Superintendent: **Anthony Lodico**

### Before you begin, please check the following:

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

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

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

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

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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.

P.S. 18 uses the parent survey and the data provided by the department of education. We provide translations of all documents for the parents. We also have numerous staff members who are available to translate when parents come into the school.

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.

At P.S. 18 we provide translations for Spanish, Chinese and Urdu.

### 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 provide all materials for the school community in Spanish and English. This includes the school newsletter, calendar and any information provided to the parents. We provide a limited number of documents in Urdu and Chinese.

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.

Back to School Night is September 17<sup>th</sup>. Parent teacher conferences are held in November and March. We also have a Family Literacy Night in December and a Family Math Night in March or April. The specific dates for the last two events have not been finalized. These events are widely publicized through flyers and phone calls home through the School Messenger system. These messages are sent home in English and Spanish.

### **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.

We provide all materials for the school community in Spanish and English. Some of the translations are provided by the department of education, all other translations are completed in house by staff members. We provide a limited number of documents in Urdu and Chinese.

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.

Oral interpretation services are provided by school staff members.

### **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.)

This information will be disseminated to the staff as part of a Monday professional development session.

## **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

The school provides each parent with a copy of the Bill of Parent Rights and Responsibilities. The school has posted information regarding translation services.

## **Part F: Monitoring and Quality Control**

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

The school analyzes the data from the parent survey for feedback on the quality and availability of services.