

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

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

**07X018**

**School Name:**

**P.S. 018 JOHN PETER ZENGER**

**Principal:**

**LAUREN SEWELL-WALKER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: John Peter Zenger School Number (DBN): 07x018  
Grades Served: PreK-5  
School Address: 502 Morris Ave, Bronx, NY 10451  
Phone Number: 718-292-2868 Fax: 718-292-2862  
School Contact Person: Lauren Sewell-Walker Email Address: Lsewell3@schools.nyc.gov  
Principal: Lauren Sewell-Walker  
UFT Chapter Leader: J'Neal Cleary  
Parents' Association President: Kim Thomas  
SLT Chairperson: Randi Levine  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 07 Superintendent: Elisa Alvarez  
Superintendent's Office Address: 501 Courtland Avenue, Bronx, NY 10452  
Superintendent's Email Address: EAlvarez2@schools.nyc.gov  
Phone Number: 718-742-6500 Fax: 718-742-6548

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
11230 Zerega Avenue, Bronx, NY 10462  
Director's Office Address: One Fordham Plaza, Bronx, NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776/718-741-8895 Fax: 718 828-6280

## 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)
Lauren Sewell-Walker	*Principal or Designee	
J'Neal Cleary	*UFT Chapter Leader or Designee	
Kim Thomas	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Melissa Bent	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	
	Member/ Community Learning Schools	
Janice Badal	Member/ Staff member	
Randi Levine	Member/ Staff member	
Michelle Nelson	Member/Staff member	
Erika Vargas	Member/ Parent	
Cristina Alonzo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Donnell Brown	Member/ Parent	
	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

John Peter Zenger, Public School 18, is an elementary school located in the Mott Haven section of the Bronx. We represent a community of 574 students from pre-kindergarten through grade five. The school population comprises of 29% Black, 66% Hispanic, 1% White and 4% American Indian/Other Pacific Islander students. The student body includes 26% English language learners and 11% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the 2014-2015 school year was 91.2%.

In keeping with our school's mission statement, we are a growing, learning institution dedicated to achieving high standards of academic excellence for all our students. Teachers strive to provide rigorous instruction that is geared to individual students' needs, using diagnostic tools to evaluate each child's skills and strengths in order to address areas of need and support.

Students are immersed in art, language arts, mathematics, physical education, science and social studies daily. We continue to address the social, emotional and physical growth of students through a variety of activities provided before, during, and after school such as Student Council, basketball, drumming, art, dance, photography, music, chorus, journalism and assemblies. We encourage student effort and good behaviors that contribute to a positive communal learning environment through our PBIS, Attendance and Character Building programs.

We collaborate with numerous Community Based Organizations in an effort to establish a classroom and school culture where students feel safe, supported, and challenged by their teachers. They include; UFT/DOE sponsored Community Learning School Initiative, through which our students and teachers have been afforded many opportunities to expand upon teaching and learning that happens in our classrooms daily. We eagerly await the opening of our school based health clinic, sponsored by Community Learning Schools and Montefiore, which will provide dental and mental health services to ensure that all students developmental needs are met. Additionally, we work collaboratively with; Price Water House Financial Literacy, Donors' Choose for Teachers, Montefiore Mental Health Clinic, Colgate Dental Van, Helen Keller Foundation, Harlem RBI, New York Cares, Food Bank for New York City, New York Pops, Boy Scouts of America, New York Yankees, Ballet Tech, Lincoln Hospital and Hostos Community College.

Teachers are committed to the success and improvement of their classrooms and school. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. We are proud of the systems that we have developed in the area of teacher collaboration and professional development and consider this an area in which we have made marked progress this school year. We provide weekly opportunities for teachers to meet within their grade or across grades to work on curriculum. As a community of learners, we continue to seek to improve our instructional practices through professional learning opportunities provided by school-based coaches, Generation Ready, Office of Teacher Effectiveness, Teaching Matters and DOE facilitated workshops. Quality Review findings supported this progress, "Teachers engage in structured collaborations analyzing student work and assessments that build leadership and capacity to improve student achievement. The established protocols and practices during teacher team collaborations enhance leadership structures that promote teacher voice in key decisions leading to improved instruction and student achievement."

At Public School 18, we recognize that the support of our families is crucial to the emotional and academic success of our students. Parent engagement and participation has been an additional challenge for us, however we continue to provide opportunities to strengthen this bond. With the help of our Parent Coordinator, Parents' Association and Community Learning Schools Resource Liaison we strive for ways to engage all parents in the learning process through

parent workshops that focus on strengthening academic support in the home and increase parent awareness and participation in school events and activities.

After careful consideration of our school data, we are determined, and committed to effectively creating a learning environment of professionalism and academic rigor within the context of camaraderie, mutual respect, and shared trust.

## 07X018 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	574	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		89.6%	% Attendance Rate	91.1%
% Free Lunch		90.6%	% Reduced Lunch	2.6%
% Limited English Proficient		23.0%	% Students with Disabilities	26.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.8%	% Black or African American	30.5%
% Hispanic or Latino		64.5%	% Asian or Native Hawaiian/Pacific Islander	2.8%
% White		0.2%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.93	# 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)	10.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.8%	Average Teacher Absences (2013-14)	3.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		7.1%	Mathematics Performance at levels 3 & 4	16.3%
Science Performance at levels 3 & 4 (4th Grade)		75.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		NO		
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		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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.

Our 2014-2015 Quality Review identified Indicator 1.2, as an area of focus for our school. As a result, we have implemented measures to support and facilitate the quality and implementation of rigorous and coherent curricula through an individualized Professional Learning Plan for teachers. Specifically, our focus on will build on the strength of our collaborative practices. Our 2014-2015 Quality Review and New York City Survey 2014-2015 identified Collaborative Teachers as an area in which our school evidenced best practices. School leaders and members of our school’s Professional Learning Team have identified areas of need based on results of teacher surveys and ADVANCE ratings. Professional learning groups will engage in learning cycles based on teachers’ choice. Teacher teams will be monitored and provided with continual feedback by school leaders.

Our school’s strengths relative to the Capacity Framework element of Collaborative Teachers lies in the intrinsic motivation of Public School 18’s staff to work together to build structures and provide supports that will ensure student achievement. These practices have resulted in a 5% increase in the 2015 New York State Mathematics Test and a 4% increase in the New York State English Language Arts Test.

### 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 participate in cycles of professional learning activities framed from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching resulting in a five percent increase in Mathematics and English Language Arts performance levels.

### 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 Rigorous Instruction and the Common Core 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>Differentiated professional learning derived from teacher surveys</p> <ul style="list-style-type: none"> <li>• Teachers will be grouped according to specific competencies for learning sessions to improve their teaching practices.</li> <li>• Monitoring and adjustment of plan based on collection of ADVANCE data and teacher feedback</li> <li>• Instructional Support personnel assigned to teachers based on need.</li> <li>• Literacy and Mathematics Coaches will provide additional support to identified staff members.</li> <li>• Establishment of a Professional Learning Team to plan and implement a year-long professional learning plan based on teacher need.</li> <li>• Sharing of best practices during professional learning sessions</li> </ul>	<p>All applicable staff members</p>	<p>Sept.2015-June 2016</p>	<p>Administrative Staff Literacy and Math Coaches Literacy Specialist Bilingual Specialist Teaching Matters Specialist</p>
<p>Instructional coaches for English Language Arts and Mathematics will meet weekly with teachers to develop culminating activities and to adjust the scope and sequence of the units of study to ensure alignment with key Common Core Standards and Instructional Shifts.</p> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Creating Curriculum maps using Backward Design</li> <li>• Creating formative assessments to drive instruction</li> </ul>	<p>All applicable staff members</p>	<p>Sept.2015-June 2016</p>	<p>Literacy Coach Mathematics Coach Literacy Specialist Bilingual Specialist Teaching Matters Specialist</p>

<ul style="list-style-type: none"> <li>• Programming of daily common preps for each grade to engage in revising or development of learning activities.</li> <li>• Literacy and mathematics coaches will model lessons to adapt ReadyGen and Go Math, allowing for multiple entry points for students, especially ELLs and SWDs</li> <li>• Identify opportunities to use technology to increase engagement for all students and support ELLs and SWDs</li> <li>• Teachers will modify questions in all content areas to increase complexity of questions and create opportunities for student discussion</li> </ul>			
<p>Focused administrative and core team walkthroughs will be held weekly to provide timely feedback to teachers that are aligned with the Danielson Framework for Teaching</p> <ul style="list-style-type: none"> <li>• Written or verbal feedback provided within forty-eight hours of observation.</li> <li>• Job-embedded support from NYCDOE Talent Coach</li> <li>• Implementation of Observation Tracking System</li> <li>• Implementation of system to track teachers' use of feedback provided during observations.</li> <li>• Professional Learning conversations aimed at monitoring teachers' implementation of next steps.</li> </ul>	All applicable staff members	Sept.2015-June 2016	Administrative Staff  Talent Coach

**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>											
<ul style="list-style-type: none"> <li>• RTI, AIS Intervention Initiatives</li> <li>• After-School Programs: Literacy, Mathematics, ELL</li> <li>• Teaching Matters Specialist</li> <li>• Literacy and Bilingual Consultants <ul style="list-style-type: none"> <li>• Community Based Organizations: Harlem RBI, PWC, New York Cares</li> <li>• Per session and per diem funding to support professional learning initiatives</li> <li>• Common preparation time provided daily</li> </ul> </li> </ul>											
<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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

<p><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.</p>
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- School wide Benchmarks Assessments: September 2015, December 2016, March 2015, June 2016
- Mid-point – March 2016
- Unit of Study Performance Based Assessments (approximately every six weeks)
- Monthly unit assessments
- Conference notes, teacher observations (daily)

**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.

As it relates to the Capacity Framework element, Supportive Environment, we must align our curricula to the Common Core Learning Standards and Instructional Shifts across content areas in an effort to challenge both teachers and students.

Results of the 2014-2015 NYS assessments indicate that 11% of our students were proficient in ELA and 21% in Mathematics. Although we evidenced a 4% increase in ELA and 5% in Mathematics, we are aware that in order for our students to achieve college and career readiness, we must continue to implement challenging teaching practices aligned to CCLS, designed to support student achievement.

Our most recent Quality Review indicated that although our practice of learning in instructional groupings led to improved instructional outcomes for most students, sub groups were in need of more granular support. As a result we must further align our teaching practices to CCLS.

In an effort to create a supportive and safe environment for students, we have instituted the following programs and incentives; PBIS, Student of the Month, daily birthday announcements, Students as Mentors, Light My Way College and Career Readiness Program, Harlem RBI Program, Boy Scouts Program, Price Water House Financial Literacy, At – Risk Programs, New York Cares Winter Wishes, monthly school spirit celebrations, cultural celebrations and an establishment of an environment in which students take risks and understand that making mistakes is natural part of the learning process.

We recognize that our students’ emotional and social health impacts their ability to learn as well as their attendance in school. Our relationships with our CBOs provide our students with opportunities to participate in activities or programs designed to strengthened their social and emotional health. Results of OORS reports, parent logs, llog, teacher observations, parent conferences, and other forms of student communication demonstrate a need for continued work in the area of social and emotional health.

### 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.

A supportive environment will be established by implementing systems for goal-setting, self-monitoring and self-regulation. With these systems in place, by June 2016, there will be a five percent increase in student performance in English Language Arts and Mathematics as evidenced by an increase in New York State ELA and Mathematics Tests.

**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 Supportive Environment in order to support their children at home.</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 meet after each Assessment Period to plan and implement lessons around students' goals.</p> <ul style="list-style-type: none"> <li>· Adjustment of ReadyGen modules to deepen instruction.</li> <li>· Daily targeted instruction in small groups</li> <li>· Continuous assessment and recording of DRA2 levels to monitor and track student growth</li> <li>· Use of learning questions to demonstrate understanding of an assigned task;</li> </ul> <p>“What are we learning?”</p> <p>“Why are you learning/doing this?”</p> <p>“How do you know you understand it?”</p> <p>Teachers will conference with students after each Assessment Period to set goals based on data results.</p>	<p>All applicable staff</p>	<p>Sept.2015- June 2016</p>	<p>Teaching Matters Specialists</p> <p>Administrative Staff</p> <p>Literacy and Mathematics Coaches</p> <p>Literacy Specialist</p> <p>Bilingual Specialist</p> <p>Teaching Matters Specialists</p>

<p>Based on school's Crisis Intervention Plan we will craft and create a Crisis Response Schedule to support students and teachers.</p> <p>Daily check-ins for identified students by of crisis team members to support a proactive mindset.</p> <p>Daily announcements and monthly celebrations to highlight our school's tenents</p> <p><u>Be respect, be responsible, be ready to learn</u></p> <p>PBIS school wide program</p> <p>Foster a supportive classroom environment through;</p> <p>BIC (Breakfast in the Classroom), Morning Meetings, Greeting and welcoming students by all staff members, daily morning announcements, video display of student and work and activities in school lobby, monthly school spirit activities, student of the month activities, class of the month, attendance tracking</p>	<p>All applicable staff</p>	<p>Sept.2015- June 2106</p>	<p>Administrative Team</p> <p>SIT</p> <p>Guidance Counselor</p> <p>Social Worker</p> <p>Psychologist</p> <p>Student Support Personnel</p> <p>Staff members</p>
<p>A bulletin board display will be dedicated for posting comments celebrating individuals(students, teachers, families) who demonstrate positive qualities.</p>		<p>Sept.2015- June 2106</p>	<p>Student Support Personnel</p>
<p>School created surveys will be administered to access perceptions of parents, teachers and students as it pertains to socio-emotional aspects of our school environment</p> <p>Professional Learning Team members will provide professional development to support teachers use a research-based rubric to identify levels of social-emotional connections for students.</p>		<p>Jan. 2016 May 2016</p> <p>Sept.2015- June 2106</p>	<p>Student Support Personnel</p>

**Part 4 – Budget and Resource Alignment**

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

- RTI, AIS Intervention Initiatives
  - Teaching Matters Specialists
  - After-School Programs: Literacy, Mathematics, ELL
  - Literacy and Mathematics Specialist
  - Literacy and Bilingual Consultants
  - Community Based Organizations: Harlem RBI, PWC
  - Per session and per diem funding to support student activities
- Guest speakers and groups for assemblies  
Incentives: Trips, books, medals, certificates

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	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.

- School wide Benchmarks Assessments: September 2015, December 2015, March 2016, June 2016
  - Mid-point – February 2016
  - Unit of Study Performance Based Assessments (approximately every six weeks)
  - Monthly unit assessments
  - Conference notes, teacher observations (daily)
- OORS report  
Attendance data

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

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

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

**Part 1 – Needs Assessment**

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

**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.

**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)</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>


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

**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.										
<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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	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.

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

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

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

### Part 1 – Needs Assessment

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

As it relates to the Capacity Framework element, Strong Families-Community Ties, results of our School Quality Snapshot revealed that 95% of parents were satisfied with the education that their child received and 95% of parents felt that our school offered a wide variety of courses, extracurricular activities and courses. Despite their satisfaction ratings, we are challenged by low attendance at parent meetings, Parent-Engagement Tuesday activities and other school wide parent initiatives.

This trend is also evident in the NYC School Survey where 63% of parents indicated that they never volunteer time to support our school.

### 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.

We are constantly striving to increase parent involvement in our school as we recognize how important it is for the growth of a child’s education to have a strong bond between school and home. By June 2016, we will increase parent participation and attendance at school workshops by 20%.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Interest Inventory: Our Parents Association is constantly researching the interests and needs of our school community and has made a conscious effort to cater to these interests and desires in hopes of not only providing valuable information, but also encouraging greater parent attendance and participation. For each workshop we will provide translators for the dominant languages in our school</p> <p>The administrative staff will work with the PA to provide opportunities for parent’s participation in activities which are more conducive to parents’ schedules.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator Administrative Staff Teachers CBOs</p>
<p>Information Workshops for Parents with Special Needs Students: We want to ensure that parents of students with special needs have all of the support and resources they need to work most effectively with and for their children. These workshops will specifically address issues pertaining to special education in our school. For each workshop we will provide translators for the dominant languages in our school</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator Administrative Staff Teachers CBOs</p>
<p>Teachers will keep parents informed of students’ progress;</p> <ul style="list-style-type: none"> <li>• Progress reports, PTCs</li> <li>• Newsletters</li> <li>• Tuesday Parent Engagement Workshops</li> <li>• Classroom teachers meet 1:1 with parents or with school support team</li> <li>• Classroom teacher phone conferences</li> <li>• Informal, individual or small groups informational session based on parents’ request</li> </ul>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator Administrative Staff Teachers CBOs</p>
<p>Parent workshops specific to parents of ELL students. These include but are not limited to orientation in September. Parents</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>

are provided information regarding their child’s education in their native language.			Administrative Staff Teachers CBOs
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**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.											
Funds for Global Connect and SLT Translation funds for parent meetings Per session and per diem for staff members Parent Coordinator CBOs Community Learning School Liaison											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	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 at meetings will be measured by attendance sign in sheets. Based on the number of attendees, the meeting times will be adjusted to meet the needs of the parents. By January 2016, there will be a 10% increase in the number of parents attending Parent Engagement activities. Mid-point: 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>	ELA scale score Assessment data is used to determine the need for student intervention services. e.g. ELA State Exam scores, hold –overs, DRA reading levels, unit assessments Lowest performing on NYS ELA Test	Literacy Curriculum Is modified to ensure it is aligned to the Common Core Standards. Teachers also provide Guided Reading lessons, conferences, Interactive Read Alouds, Interactive Writing and Shared Reading Lessons to support and enhance the needs of students. Response to Intervention Specialist assists struggling students needing Tier 2 &3 intervention to determine a plan of actions and services for students in need. <b>Computer Based Programs –</b> Raz Kids Reading A to Z , Imagine Learning, Study Island.	Services are provided in whole /small group or one- to-one, push –in as needed.	Services are provided during the school day and after school and on Saturdays.
<b>Mathematics</b>	Math scale score Assessment data is used to determine student intervention services. e.g. Math State Exam Scores, hold-overs, base-line, mid-line	Teachers also provide Guided Mathematics lessons and conferences. Response to Intervention Specialist assists	Teachers provide guided math instruction in a small group setting. One-to-one conferences are also incorporated to ensure students’ individual needs are met	Services are provided during the school day and after school and on Saturdays

	and end line, unit assessments Lowest on NYS Mathematics Test	struggling students needing Tier 2 &3 intervention to determine a plan of actions and services for students in need. Support On the Go Math Study Island Go Math School based created curriculum aligned to CCLS		
<b>Science</b>	Science Assessment data is used to determine student intervention services.	Lessons are aligned to the Common Core Standards. Additional support is provided by the science cluster teacher for all grades	Services are provided in whole /small group or one- to-one as needed	Services are provided during the school day
<b>Social Studies</b>	Social Studies Assessment data is used to determine student intervention services.	Lessons are aligned to the Common Core Standards. The teachers use non-fiction Social Studies content to create units of study that support teaching literacy through the content areas	Teachers provide extra instructional support in a small group setting. One-to-one conferences are also incorporated to ensure students' individual needs are met.	Services are provided during the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students deemed at risk, social /emotional, academic needs	The school <b>guidance counselor</b> works on addressing study skills, stress/anger management, relaxation techniques, peer counseling, grief counseling, conflict resolution and goal setting. The <b>mandated psychologist</b> meets with at risk and mandated students and recommends outside services as needed. The <b>school nurse</b> trains asthmatic students on asthma	Services are provided in a small group or one-to-one setting depending on the needs of each individual student.	At risk students are pulled out to provide services during the school day. If students need further services the school implementation team arranges with parent for student to receive additional services as needed.

		care and prevention (Open Airways)		
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## 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>• Candidates are screened and selected from NYCDOE Open Market System</li> <li>• Attendance at recruitment fairs</li> <li>• A hiring committee is formed with staff and parent representatives</li> <li>• The hiring committee interviews all candidates</li> <li>• Candidates conduct a demonstration lesson viewed by hiring committee.</li> <li>• The hiring committee rates each candidate based on their responses to interview questions.</li> </ul> <p>PS 18 retains and nurtures teachers by:</p> <ul style="list-style-type: none"> <li>• Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2015-2016. Title I funds will be set aside to assist such teachers to become highly qualified (ex. Reimbursement for tuition cost, workshop attendance, etc.).</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>• Grade level team collaboration</li> <li>• In-house and off-site intervisitations</li> <li>• Literacy and Mathematics Coaches instructional support</li> <li>• Literacy, Mathematics, Bilingual Specialists (AUSSIE, Teaching Matters, NYCDOE)</li> <li>• Lead teachers support</li> <li>• Differentiated Professional Development based on ADVANCE walkthroughs</li> <li>• Targeted Professional Development based on choice(ESL, Bilingual, SWD, paraprofessionals)</li> <li>• Staff members (teachers and paraprofessionals) are encouraged to advocate for their professional development, by being reflective and vocal about their professional needs. We surveyed teachers to establish areas in which they desire additional professional development, in conjunction to the year-long professional development workshops and institutes offered.</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.
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[Empty box]

**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.).

Students from preschool are registered based on parent choice for Kindergarten. Parents are supported through the registration process by the pupil accounting secretary, the ESL teacher, the I.E.P teacher and the parent coordinator. In addition our school offers tours and an Open House for parents and students who are transitioning into the elementary school.

The current pre-k curriculum in the school is aligned with the common core curriculum and teachers from grades PK-2 work together to overview completed curriculum units, review student work samples, analyze data and assist in making adjustments to curriculum units as needed.

- Kindergarten orientation provided for parents of incoming Kindergarten children.
- Screening of incoming Kindergarten students for more heterogeneous grouping.
- The sharing of records between Pre- Kindergarten and Kindergarten teachers.
- Articulation between Pre- Kindergarten and Kindergarten teachers.
- Meetings with Turning Five Team
- Pre-K teachers participates in early childhood professional development

**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.

Teachers participated on the Measures of Student Learning (MOSL) Selection Team to determine assessments which would be utilized for the 2015-2016 school year. . Additionally, teachers have an opportunity to participate in designing internal school assessments such as Performance Based Assessments (PBA) and end-of-unit assessments as well as class assignments and tasks which assess students' performance and achievement. Teachers participate in weekly grade meetings and teacher team meetings where they review student work generated by students on their respective grades. They engage in data analysis to determine strengths and weakness as well as the adjustments deemed necessary to the instructional units. Decision making and review of multiple assessment measures are embedded in weekly professional learning sessions.

Funds are set aside to provide sub coverage and per session for professional development for teachers and support staff in all grades. The school's Administrative Team meets with grade teams to analyze and monitor academic progress of identified students and provide feedback detailing next steps in instruction for these students. Administrators also monitor implementation of intervention/enrichment strategies and activities for student subgroups through formal and informal observations.

#### 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	475,906.00		
Title II, Part A	Federal	151,828.00	X	Pages 12, 18
Title III, Part A	Federal	17,464.00	X	Pages 12, 18
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,252,182.00	X	Pages 12, 16,18

#### <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.

---

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

P.S. 18'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. Our 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 our 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, our school will:

- P.S. 18 actively involves parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact. These activities take place during School Leadership Team meetings and Parent-Association Meetings in addition to Title I meetings.
- Parent members of the Title I committee are invited to discuss and decide on how to spend the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- The Title I committee will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- P.S. 18 has a Parent Coordinator who serves as a liaison between the school and families. The Parent Coordinator provides parent workshops, and translation support. Having a desk on the first floor in close proximity to the main entrance, enables our Parent Coordinator to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities planned for parents each month and file a report with the central office.
- Parent workshops are conducted monthly addressing topics that 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.
- Student Proficiency Levels, Annual School Report Card, Progress Report, School Quality Snapshot, and Learning Environment Survey Report are discussed with parents at School Leadership Team Meetings, Parent Association Meetings and at parent-teacher Conferences.
- The required Annual Title I Parent Meeting held (on or before December 1<sup>st</sup> of each school year) advising 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;
- Nine Parent Association meetings are held throughout the year. Two meetings are held in the evening. There are four quarterly meeting held with the PA Executive Board. School Leadership Team Meetings are held monthly with additional meetings scheduled as needed. Meetings take place after school. Information about the school's

educational program and other initiatives of the Chancellor are shared. Parents are encouraged to provide suggestions as to how the school community can better meet the needs of the students and parents we serve. Parent suggestions that were acted upon include the adoption of a school uniform policy and revising the pedestrian flow of traffic in schoolyard during dismissal.

- All critical school documents are translated and translators are available during all meetings and events.

P.S. 18 will further encourage school-level parental involvement by:

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year such as Holiday and Spring Concerts, Annual Art Show, Science Fair, Family Day and Parent Trips.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee.
- A Parent Engagement Bulletin Board is set up in the Lobby and maintained by Parent Coordinator.
- Provide written progress reports that are periodically (three times a year) given to keep parents informed of their children's progress;
- Distribute a school calendar designed to keep parents informed about school activities

### **School-Parent Compact**

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

### **I. School Responsibilities**

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

- Instruction is delivered through the Workshop Model of Instruction in all academic areas.
- Students receive instruction in the Arts (Visual Art and Music), Library /Media, and Physical Education which provides our students with a well-rounded education.
- 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;
- Respecting cultural, racial and ethnic differences is imbedded throughout the curriculum and incorporated into school activities.
- Curriculum in all subject areas is aligned to the Common Core State Learning Standards.
- All instruction is delivered by highly qualified teachers. If and when a teacher is not highly qualified, parents will be notified as required by the No Child Left Behind (NCLB) Act.

- Data is collected monthly and analyzed quarterly and used to drive instruction.
- All special education mandates will be followed and students' instruction driven by IEP goals.
- Academic Intervention Services (Tier I and Tier II) will be provided to students to help them meet the standards.
- English Language Learners will be serviced with a combination of push-in and Transitional Bilingual models and further supported by Title III intervention.

Support home-school relationships and improve communication by:

- Parent-Teacher Conferences will be held in November 2014 and March 2015 during which time the individual child's achievement will be discussed as well as how this Compact is related.
- Report cards will be distributed three times a year, November, March and June.
- Progress Reports/Goals will be distributed three times a year.
- Annual Title I Parent Meeting was held 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.
- To respect the rights of limited English proficient families, interpretation services are made available at all parent meetings and workshops. To the best of our ability, all notices and information sent home to parents is translated in order to ensure participation in their child's education.
- Information related to school and parent programs, meetings and other activities is sent to parents of participating children in a monthly school calendar. School messenger/blast is used to send reminders to parents about upcoming important events. Messages and calendar are sent in a language that parents can understand.
- Parents are involved in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
- The Parent Involvement Policy and School-Parent Compact is distributed and discussed with parents each year at a Parent Association meeting.

Provide parents reasonable access to staff by:

- Staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
- Teachers will meet with parents of at-risk students on an on-going basis. Teachers will meet with parents before school, after school, and during their preparation periods during the day.
- Parents have been notified of the procedures to arrange an appointment with their child's teacher or other school staff member.
- Opportunities are provided for parents to participate in both school-wide and classroom activities which will include but is not limited to observing classroom instruction during Open School Week.

;

Provide general support to parents by:

- Providing a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- Providing assistance to parents in understanding standards and assessments and how to monitor their child's progress by providing opportunities for parents to attend workshops that address academic progress and achievement.
- Sharing best practices for effective communication, collaboration and partnering with all members of the school community.
- 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.
- To insure that all immunizations are up to date as well as all other health issues are addressed.
- Attend PA meetings on a regular basis.
- Check and assist my child in completing homework tasks and reading logs as they are assigned.
- 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, team sports and/or quality family time.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child including adhering to the uniform policy.
- Volunteer in my child's school or assist from my home as time permits(school trips, PA functions)
- Participate, as appropriate, in the decisions relating to my child's education including but not limited to attending parent workshops offered by the school community.

- 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 and keep current information on school documents such as the Blue Cards.
- 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 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:**

- complete my homework and submit all assignments on time;
- making up missed assignments including class work when absent from school
- 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.
- always think about my future with college and career

**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 Peter Zenger</u>	DBN: <u>07X018</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>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>      </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: Begin description here: PS 18 will conduct an ELL Institute that will focus on immigrant students who are at different levels of proficiency. This institute is based on the five essential components of reading instruction, which the New York City Department of Education has woven into its Children's First Initiative. The Children's First Initiative provides clear opportunity for early literacy learning, etc. This year's ESL after school program will target the bottom 1/3 of our LEP students. The students will be grouped according to their grade.

Services will be provided in a Title III funded after school program that will meet for 13 sessions beginning January and ending May on Fridays for 1 1/2 hours from 2:30 p.m. to 4:00 p.m. There will be three teachers employed for 13 sessions. The On Our Way To English program will be part of the Title III program during the per session activities. The students will also be preparing for the NYSESLAT using Empire State NYSESLAT ESL/ELL workbook. The teachers will be providing the students with strategies and skills they will be able to apply to further support them in literacy. Three teachers will be certified in ESL and/or Bilingual Education. The program provides domain-based instruction which includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. It also provides engaging online and digital tools that motivate English language learners. The program will enrich the English proficiency of the participating students by allowing teachers to incorporate a balanced literacy program where whole language and related arts add strength to each other. It is a research based program that improves the oral language of students by integrating prior knowledge, vocabulary and other skills appropriate for LEPS to enrich their comprehension in reading so that they can become successful speakers, readers and writers. The students' success will be measured by utilizing Learning Standards for English as a Second Language 1 and 3. In addition, P.S. 18 also offers the Imagine Learning English Program, which is aligned to the five elements of reading as identified by the National Reading Panel- phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and adds a crucial sixth element, oral language. This program is used at least 3 times a week for about 20 minutes a day as a supplement to further enhance the ELL students' Second Language capabilities.

## 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: Our school's professional development program for teachers and other staff responsible for the delivery of instruction and services to the immigrant students is based on implementation of the On Our Way to English program and the unpacking of the NYSESLAT. The ESL Coordinator will turn-key to the teachers who will be working in the Title III program. Ms. Eva Pacheco, Bilingual Staff Developer, also provides professional development to the teachers working the Title III program. The ESL Coordinator meets with the teachers every other Tuesday for an hour and Ms. Pacheco meets all day as follows:

## Part C: Professional Development

October 15, 23

November 4, 18, 25

December 2

January 6, 20, 27

February 3

The ESL Coordinator also attends the following workshops and turn-keys the skills and knowledge gained from the learning opportunities provided by the training sessions to the rest of the staff. These workshops have proven to be helpful and instructional, so we will continue to prepare our ELL's staff in preparation for the writing of the LAP and administering of the NYSESLAT during the 2014-2015 school year.

- Technical support in writing the LAP
- District support staff for NYSESLAT
- Preparing ELLs for the ELA and NYSESLAT Assessments
- Title III Technical Support
- Compliance with Program Mandates for ELLs
- Professional Development Institutes (UFT Teacher Center)
- Office of English Language Learning (OELL)
- CFN 204 Liaison/Instructional Meetings
- BESIS Technical Support

Other professional development activities that will take place this year include study groups, bilingual meetings and classroom demos with Ms. Eva Pacheco, Bilingual Staff Developer. These activities will be for all teachers responsible for the delivery of instruction and services to limited English proficient students. The professional development will provide teachers with specific comprehensive skills development combined with practice and application in the five key areas of reading: phonemic awareness, phonics/word study, vocabulary, comprehension and fluency.

## 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: Parental involvement will consist of workshops presented by Ms. Carmen Nieves, the Parent Coordinator, Ms. Norma Ortega, Community Learning School Resource Coordinator and representatives of Lincoln Hospital. These workshops will be conducted beginning in September and ending in June. The parents will be notified of these activities in their preferred language. PS 18 will have The Translation Interpretation Unit translating these letters. Notifications will also be posted in the main office, cafeteria and dismissal exits. These workshops will be offered once a month from 9:00 a.m. to 10:15 a.m. to an audience of approximately 30 of our parents and will also be in their preferred language. During these workshops the parents will be provided with refreshments and educational incentives.

> Lincoln Hospital Health Fair and Parent Workshops

> Nutrition Workshops

> Cancer Awareness, Diabetes, Hypertension, and other health issues

> Common Core Standards, Special Reform, Title I Chancellor's Regulations, Helping your child succeed in school

> Professional Development on various topics related to Chancellor's Regulations

> Community topics of interest, educational trips and learning activities

**Part D: Parental Engagement Activities**

> Fire Safety and CPR \_\_\_\_\_

> Safety and Gang Awareness \_\_\_\_\_

As a result of parents participating in these workshops, we expect to fortify their knowledge on these various topics so that they can be more equipped to participate in their children’s educative process.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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> <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>7</b>	Borough <b>Bronx</b>	School Number <b>018</b>
School Name <b>John Peter Zenger</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>Lauren Sewell-Walker</b>	Assistant Principal <b>Michelle Nelson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Janice Badal</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Aricia Sosa</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Carmen Nieves</b>
Related-Service Provider <b>Susan Tineo</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>Kiasha Jackson/Secretary</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>2</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>5</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>1</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>630</b>	Total number of ELLs	<b>147</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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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>	1	1	1	1	1	1								0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	147	<b>Newcomers</b> (ELLs receiving service 0-3 years)	75	<b>ELL Students with Disabilities</b>	20
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	24									0
<b>DL</b>										0
<b>ENL</b>	51			1						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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 _____	13	22	14	12	10	10								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	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		9	13	6	10	8								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	1	1	3	1	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2		2		2	0							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)	5	1		1	1	1								0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)	4													0
<b>Expanding</b> (Advanced)	7													0
<b>Commanding</b> (Proficient)	5				1									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	1	2	0	0
4	7	10	0	0	0
5	11	11	0	0	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	14		3		4	1			0
4	11	1	4		2				0
5	15		7						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		4		12	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)	10	0	0	0				
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.  
 We use EDL (Evaluacion del Desarrollo de la Lectura), Writing on Demand and DRA (Running Records) to assess the early literacy of our ELLs. EDL is a Spanish assessment for bilingual classrooms used to track students' development of early literacy knowledge and skills. The assessment is designed to show educators where a child is making progress and where he or she may need further instruction. The EDL kit is based on benchmarks, or standards, that every child should meet in Kindergarten and Grades 1, 2, and 3. These benchmarks are grounded in research and reflect the current New York State literacy standards. EDL is an early emergent formal assessment that contains skills of letter name and sound recognition, word awareness, timed fluency test, and various leveled stories with retelling strategies. The Writing on Demand assessment serves as a baseline to determine the student's writing strengths and weaknesses. The DRA is a running record that is used to determine the students independent reading levels. It helps inform the teacher of the guided reading, strategy groups and the differentiated instruction depending on the need of each student. Most of our students are at the approaching level based on the benchmarks or standards based on the early literacy skills. The data obtained provides us with our ELL students' independent level on phonics, fluency and comprehension throughout the year. The data also provides us with measurable benchmarks of academic growth in literacy for our learners and guides us towards differentiated plans of instruction for different levels of reading and writing. This data drives our instructional plan based on the students' needs, and teachers are able to differentiate students' work, assessments and groupings.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The Bilingual Instructional Team analyzes student data and the patterns across proficiencies and grades. P.S. 18X has 119 students that were given the NYSESLAT or the Language Assessment Battery Test Revised(LAB-R). In Kindergarten, there were 8 beginners, 0 intermediate and 7 advanced students totaling 15. First grade had 0 beginners, 12 intermediate and 6 advanced students totaling 18. Second grade had 3 beginners, 12 intermediate and 11 advanced students totaling 26. In third grade we had 1 beginner, 6 intermediate and 18 advanced students totaling 25. Fourth grade had 1 beginner, 10 intermediate and 4 advanced student totaling 15 and in the fifth grade we had 7 beginners, 6 intermediate and 7 advanced students totaling 20. Of the 119 students that took the NYSESLAT or the LAB-R, there were 20 students in total at the beginner stage, 46 at the intermediate stage and 53 at the

advanced stage. Based on the data provided by the graph, we can conclude that most of our students given the NYSESLAT or the LAB-R are at the advanced level of proficiency.

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

The patterns across NYSESLAT modalities provides us with our ELL students' level based on reading, writing, speaking and listening throughout the year. The data also provides us with measurable benchmarks of academic growth in literacy for our learners and guides us towards differentiated plans of instruction for different levels of reading and writing.

This data drives our instructional plan based on the students' needs, and teachers are able to differentiate students' work, assessments and groupings.

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?

The majority of the students on grades 3, 4, and 5 are at the advanced level in NYSESLAT which shows that the correlation between proficiencies and grades are about the same. Most of our ELL students prefer to take the exams in English. For example, 65 students took the math exam and only 18 took it in their native language and 47 of them took it in English. In the science exam, 22 students were tested and 8 of them took it in their native language while 14 of them took it in English.

PS18 does not administer the ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

Currently, at PS 18X we use the following assessments, Evaluacion del Desarrollo de la Lectura (EDL), Foundations and DRA running records to gather data to help us guide instruction for ELLs within the Response to Intervention (RTI) framework. Once all of the data is collected, we then analyze it to determine what tier the students fall under and group them accordingly. Tier 1 instruction is provided by the classroom teacher, Tier 2 is provided by the RTI teacher (3X a week for 30 minutes) as a pull-out program and Tier 3 is also provided by the RTI teacher (5X a week for 30 minutes) as a pull-out program. Depending on the Tier the students are in, we then know what strategies and or programs we can implement based on the student's individual needs. Some of the strategies and or programs used are Reading A-Z.com, sight word recognition, comprehension strategies and decoding.

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

In our TBE program Math, Social Studies and Science are instructed in the native language. Math is taught through a workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grade to grade, that are aligned to the NYS Scope and Sequence. In our ENL push-in program, the content areas are taught in English using sheltered instruction for second language learners. We use the ReadyGen program which provides scaffolded instructions for ELLs. Entering and Emerging students receive eight periods of ENL instruction per week and 2 periods of Native Language Arts, per week. Transitioning and Expanding students receive four periods of ENL and ELA instruction per week, as well as 1 period of Native Language Arts instruction. Commanding students receive two periods of ENL per week. Throughout the content areas, teacher lessons are aligned with the six different types of scaffolds. This structure facilitates the interaction needed to help every student participate by enriching their language development.

7. For dual language programs, answer the following:

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

PS 18X currently does not have a Dual Language Program.

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

PS 18 evaluates the success of our programs for ELLs by using informal and formal exams. We also can measure the success of our programs if we meet AYP for ELLs.

## Part IV: ELL Identification Process

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

- 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.

All students who enter the N.Y.C. school system for the first time fill out a Home Language Identification Survey (HLIS) in their native language to determine NYSITELL eligibility. During the interviews for registration, parents are assisted with filling out school forms, including the HLIS. Parents of K-12 students received the HLIS form. Through an in-house consultation (informal oral interview), parents were guided through the HLIS survey with a trained pedagogue who is knowledgeable about the form in their native language. The pedagogue also interviews with the student to determine the home language as English or another language other than English. Once the licensed ESL Coordinator collects the HLIS from parents' the coordinator determines whether a language, other than English, is spoken in a child's home. The ESL Coordinator, who is a fully certified teacher in ENL, administers the NYSITELL test to the child within 5 school days of admission which measures the English language proficiency level. Children who score at or below the NYSITELL cut score become eligible for state-mandated services for ELLs. For instance, if the child's native language is Spanish, and the child scored at or below proficiency on the NYSITELL, he/she is tested with the Spanish LAB. The parents of those students who are eligible for state-mandated services are notified by the ESL Coordinator with an entitlement letter in their native language. The entitlement letter also informs parents about the parent orientation meeting. This entitlement letter is then filed and kept in the testing closet. The parents have the opportunity to view the informational video on program offerings in their native language (Spanish, Arabic, French etc.). They are also given the choice to select the program. Identified ELLs, who are native Spanish speakers who scored at or below proficiency levels in the NYSITELL, are given the option of placing their child in a TBE program. Identified ELL students who scored at or below proficiency levels in the NYSITELL, who are not Spanish speakers, are placed in a monolingual class with ENL push-in services.

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 use EDL (Evaluacion del Desarrollo de la Lectura), Writing on Demand and DRA (Running Records) to assess the early literacy of our ELLs. After analyzing the data, any ELLs who have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; may be classified as a sife student.
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).  
During the registration process, the pupil accounting secretary identifies students with IEP and immediately informs Ms. Tineo, our school's IEP Teacher, who further assists the parent with registration. Ms. Tineo will then schedule a meeting with the LPT Team which includes Bilingual Coordinator, school psychologist, social worker, IEP teacher, speech therapists and AIS teacher.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The ESL Coordinator is the person who ensures that placement letters, entitlement letters and continued entitlement letters are distributed to parents informing them that their child is eligible for Transitional Bilingual Education, Dual Language or ESL. The ESL Coordinator sends the letters home in the parents' native language with the student. The student returns it to the classroom teacher, who then submits the letter directly to the ESL Coordinator and the letters are filed and kept in the testing closet.
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).  
With the placement, entitlement and continued entitlement letters parents will receive a letter explaining their right to appeal the ELL status of their child within 45 days of enrollment.
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.  
P.S. 18X provides two Parent Orientation Meetings for parents of newly enrolled ELLs; two sessions are offered at the beginning of the school year and another meeting is held mid-year. As new students enroll in the program, we conduct one-on-one meetings. During the meetings, parents are informed of the available programs offered to English Language Learners (Transitional Bilingual Education, Dual Language, and free standing ENL). An informational video of these three programs is shown. After viewing the video, the ESL Coordinator clarifies any questions or concerns parents may have with regards to the various programs. Once students are identified as ELLs, parents are given the opportunity to choose their program of choice. If the program they select is not being offered at our school, they are informed of their right to transfer to a school with that program and are provided a list of schools which offer the program of their choice. Additionally, if our school does not offer the program that parents select, their child's name is placed on a waiting list along with the communities consent until there is enough of a demand (15 or more students) to open their program of choice at our school. Finally, the parents are guided through the selection process. In the event of a newly arrived student during the course of the year, the ESL Coordinator provide the orientation to the parents. Then parents are informed of the program choices available and assisted with the placement process. This process is done in-house. Parents who do not attend the orientations are contacted by phone, by our Parent Coordinator or Bilingual Coordinator to schedule a meeting, in which they receive the packet and information provided at the ELL Parent Orientations. In addition to viewing the video and attending the orientation, the parents receive pamphlets in their native language with frequently asked questions and answers regarding the presentation and

ENL programs. During the Orientation, parents are assisted with filling out the parent survey and the program selection. The Parent Survey and Program Selection forms are filed and kept in the testing closet.

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.  
Our school uses multiple avenues to contact parents; telephone calls, contacting parent during morning arrival and dismissal, back-packing letters and home visits if necessary.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Home visits are conducted
9. Describe how your school ensures that placement parent notification letters are distributed.  
Letters are back-packed. Teachers are instructed to inform parents of letter at dismissal and phone calls alerting parents are made by Bilingual Coordinator or parent coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation for each student is maintained in a secure file cabinet in the Bilingual Coordinator's room.
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.  
The Bilingual Coordinator meets with our school's Testing Coordinator (Assistant Principal) to; create a schedule for testing, review student eligibility, ensure that all testing mandates are adhered to and all eligible students are tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Letters are back-packed. Teachers are instructed to inform parents of letter at dismissal and phone calls alerting parents are made by Bilingual Coordinator or parent coordinator.
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).  
After reviewing the Parent Survey and Program Selection forms for the past few years, Transitional Bilingual Education has been the program of choice. For the past few years, based on the Parent Surveys that were completed, our school has had approximately 25 forms that indicated the TBE program as a primary choice and approximately 5 forms that indicated the free standing ESL program. Program models offered at our school are aligned with parent requests because the parent's choice is the TBE program. We have one bilingual class per grade, in grades K, 1, 2, 3 and a 4/5 bridge class.

## 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.  
ELLs in the freestanding ENL program receive stand alone ENL and integrated ENL through a push-in program by a certified ESOL teacher a certified elementary school teacher. Students are grouped by grade and by their levels on the NYSESLAT.
  - b. TBE program. *If applicable.*  
P.S. 18 offers the Transitional Bilingual Education (TBE) model for Spanish speaking ELL students and English New Language (ENL) services to ELL students of other ethnic origins. The TBE model incorporates the student's native language and culture to allow students a successful transition to English in a bilingual classroom setting.  
Teachers in TBE program use data from NYSESLAT and informal student assessments in order to group students according to their english acquisition level.
  - c. DL program. *If applicable.*  
N/A

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

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

Students are grouped according to their English acquisition level, data derived from NYSESLAT scores. Entering and emerging students receive 360 minutes of ENL instruction. Transitioning and expanding students receive 180 minutes of ENL instruction and commanding students receive 90 minutes of ENL instruction.

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

In our TBE program Math, Social Studies and Science are instructed in the native language. Math is taught through a workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grade to grade, that are aligned to the NYS Scope and Sequence in correlation with the NYS social studies fifth grade test. In our ESL pull out program, the content areas are taught in English using sheltered instruction for second language learners. In the push-in freestanding ENL model, the content area of science is taught in English.

Throughout the content areas, teacher lessons are aligned with the six different types of scaffolds. This structure facilitates the interaction needed to help every student participate by enriching their language development

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

In order to ensure that ELLs are appropriately evaluated in their native language, the EDL and the ELE is administered.

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

In both programs, the focus is to equip the students with Second Language acquisition in the following four modalities: listening, speaking, reading and writing. The acquisition of the English language will be made possible by providing about 2 1/2 hours of daily literacy instruction using the appropriate strategies and methodologies. The use of the school-wide integration of a daily balanced literacy program includes the following: Read Alouds, Shared Reading, Guided Reading, Paired Reading, Independent Reading, Language Exploration and Shared Interactive Writing. A print rich environment along with word walls in all academic content areas are visible in bilingual classes to support academic vocabulary in the content areas. Furthermore, the program, On Their Way to English will be used daily to support students' growth of the English language proficiency. Instruction in the content areas is provided in native language on a daily basis; entering and emerging students receive 90 minutes a day. Transitioning and expanding students receive 45 minutes of native language instruction per day. In both the TBE and ENL programs, entering and emerging students receive 360 minutes per week during the literacy block. Our transitioning and expanding students receive 180 minutes a week during the literacy block

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

Our SIFE students are serviced by the classroom teacher in specific homogeneous strategy groups, Imagine Learning English (software program) is scheduled daily for individual work. Foundations (researched based phonological program) is used during the word study block and student partnerships are formed with dominant English speakers. Native language arts is the language of instruction in content areas of Math, Science and Social Studies. SIFE students will receive ENL as per CR Part 154 push-in services by the ENL teacher during the school day. In addition, SIFE students will have Native language instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies.

Moreover, SIFE students with the home language of Spanish and are in the TBE program will receive native language instruction; the percentage of native language instruction will be based on their Lab-R or NYSESLAT scores. For students in the ENL program, native language support will be provided if needed and as available. Furthermore, SIFE students will have Native language arts instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies. We provide the students with instruction to ensure that their needs for basic social language, academic language and grade appropriate content is fulfilled.

Newcomers are serviced by the classroom teacher in specific strategy groups, implementation of Imagine Learning English online reading programs and student partnerships with dominant English speakers. We provide students with these programs because we want to ensure that their need for BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency) and grade appropriate content is fulfilled. ELLs in our school with less than three years receive additional support and instruction through the Scaffolded Instruction and Language Conventions focus from the ReadyGen program to prepare students for ELA content. The units of study specifically consists of skills pertaining to the NYS ELA test. Our data indicates that the area of need for developing students is reading and writing. These students are placed in strategy groups based on reading levels and running record results, student and teacher conferencing anecdotes, and writing

baseline assessments.

In the event that our schools has long term ELLs they will be provided with close monitoring of small group instruction and the "Imagine Learning English" program, which serves as an individualized computer based program geared towards specific ELL instruction. Our long-term ELLs are also buddied with proficient speakers of English. Parental involvement is also a support used for our studetns, we include families as participants in school decisions, and parents are viewed as advocates for our children through PTA, CEC, and other parent organizations.

ELLs with special needs are serviced with an ENL push-in provider. Our ELLs with special needs receive SETSS and are serviced by a special education classroom teacher with strategy grouping for additional ELL support. Services are provided to address specific areas of need as per their IEP.

Former ELLs will be provided with close monitoring of small group instruction for two years after testing proficient.

- 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.

The principal will review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. Thereafter, the principal will consult with a qualified staff member in the school, the parent and the student. Finally, If the principal, based on the recommendation of qualified personnel and consultation with the parent believes that the student may have been affected, the principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If the principal’s decision is to reverse the ELL status, he or she will consult with the superintendent and final decision notification will be provided in writing to the parent in their preferred language within 10 school calendar days.

- 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?

The teachers of ELLS-SWDs provide the students with graphic organizers and vocabulary that is at their individual grade level so that the students have access to academic content areas and accelerate English language evelopment.

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

All the providers meet together to strategically implement the diverse ELLS-SWDs needs within the least restrictive environment.

### 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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*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 per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> 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.

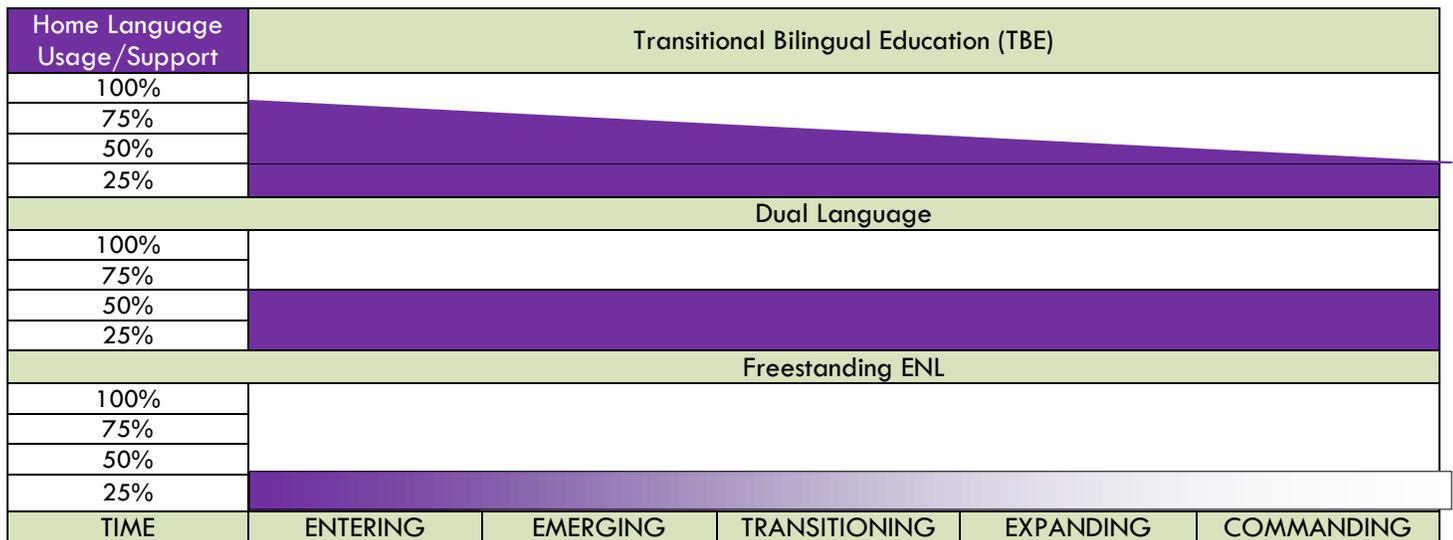


\*: Chart “r approved services” does not apply to New York City at this time.

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. Some of our targeted intervention programs that are in place to support ELA are Foundations and Imagine Learning English. Foundations is a researched based phonics program that targets most of early emergent reading, comprehension, fluency, and sight word skills, while Imagine Learning English is a computer based instructional program that teaches students English and develops their literacy skills in an animated and fast paced timeline. Students receive one-on-one instruction through many engaging activities designed to meet their individualized needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
By examining the patterns across the NYSESLAT exam, we noticed an increase of student's performance levels. This data provided us with reading, writing, speaking and listening levels throughout the year. The data also provides us with measurable benchmarks of academic growth across all content areas (including language development), and guided us towards differentiating our plans for different levels of learners.
12. What new programs or improvements will be considered for the upcoming school year?  
This year, we are implementing the co-teaching model and the ReadyGEN curriculum. We will modify the ReadyGen curriculum to support our ELLs and promote success among all different levels of learners.
13. What programs/services for ELLs will be discontinued and why?  
We do not have any programs or services for ELLs that will be discontinued this school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are offered a variety of after school academic programs, such as Title III Immigrant Programs and RBI. The Title III programs provide enhanced instructional opportunities for our ELLs as well as our non-ELL students. The RBI afterschool program also invites ELLs and non ELLs to participate in their program which offers students homework support during a part of the after school session, instructional support through the content areas and fine arts as well as sports. ELLs are also invited to attend Saturday Academy between the months of December and March which helps ensure that students are provided with enhanced instructional support.
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.  
Students are working with the Imagine Learning English computerized program that will teach, assess and monitor individually various levels of growth in the second language. Bilingual classrooms are equipped with resources in the content area to support student's native language such as smart boards, headphones and document cameras.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In our TBE program Math, Social Studies, and Science are instructed in the native language. Math is taught through the workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grades and guided by state's scope and sequence. In our ENL classes, students use additional support resources such as, pictionary, native language/English dictionaries, native language books/ textbooks and translations from the Imagine Learning English program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
ELLs have support services based on their grade and are grouped by NYSESLAT or Lab-R levels; such as, entering, emerging, transitioning, expanding and commanding. There are several resources that we use to service our ELLs, such as, an ENL push-in program, the Scaffolded Instruction part of ReadyGEN and the Imagine Learning English program, a computer based program in which students are following specific activities based on age appropriate material.
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).  
Newly enrolled ELL students will participate in a parent/student orientation that will consist of a guided tour of the building. The parents and students will become familiar with their surroundings and will learn about all the activities that take place at PS 18X.
19. What language electives are offered to ELLs?  
Currently we do not offer any language electives.
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)?

## 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.)  
Teachers attend ENL professional development workshops outside of the school building where they are exposed to different strategies and methodologies to implement during the Reading and Writing Workshops. The bilingual teachers meet once a week for a 45 minute period to discuss and turnkey pertinent information. Teachers also conduct inter-visitations to other bilingual classes and schools for additional support.
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?  
In addition to attending professional development outside of the school building, teachers of ELLs receive support from Generation Ready Consultant, Eva Pacheco.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Upper elementary grade students transitioning from our elementary to middle school are offered middle school information and presentations. Teachers and students are guided by the middle school liaison, counselors, and supervisors around the middle school application process
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

PS 18X provides professional development to all teachers and administrators that addresses the needs of ELLs. All teachers will receive a minimum of fifteen percent of professional development hours dedicated to language acquisition focusing on best practices for co-teaching strategies and integrating language and content instruction. For all bilingual and English as a new language teachers, a minimum of fifty percent of professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction. Staff members will receive this professional development outside the school building by ELL specialists as well as in-house by the ELL Coordinator, Literacy Coach, and Generation Ready Consultant, Eva Pacheco. Teachers also meet during common preparatory periods to plan and refine their teaching and delivery of instructional best practices. Other venues, may include teacher reflections, labsites - where activities practiced with students may be re-enacted in our school environment, on-going class inter-visitations and curriculum is differentiated for ELLs. Annual conferences are also offered. Additionally, teachers are offered summer institutes, study groups, and educational opportunities to be professionally developed. Agendas and sign-in sheets are kept on file as a way of maintaining record of the professional development being provided.

### 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?

Teachers will meet individually with the parents of English language learners on Tuesdays during the parent engagement sessions in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings. These meetings will allow for parents to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas.

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.  
.On Tuesdays during the parent engagement sessions teachers of ELLs maintain a record of agendas, sign-in sheets, phone call logs, emails, and letters
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Our parent coordinator offers a variety of information, outreach services and support for our parents and ELL parents
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Our school partners with several agencies and CBOs such as, EPIC (Every Person Influences Children) which offers a series of parenting workshops, Lincoln Medical and Mental Health Center, Learning Leaders, and other local social services and community based organizations which offers parent workshops that focuses on English as a Second Language. In addition, parents have the opportunity to attend the annual NYC DOE ELL Parent Conference where various workshops and conferences are offered in addition to resources, such as Spanish-English Dictionaries and home extensions to support success in school.
5. How do you evaluate the needs of the parents?  
We evaluate the needs of our parents via parent surveys and feedback from parent workshops based on the community and patterns and trends of large samples.
6. How do your parental involvement activities address the needs of the parents?  
Our parent coordinator offers one workshop per month for parents. All workshops are translated in Spanish by the parent coordinator and resources or informational packets are provided in our students' native languages as well. Workshops also focus on student academic needs, thus providing school and home connections for parents, such as homework help and curriculum extensions. The parent are provided workshops in which they are informed on how to retrieve and analyze data on student's academic development and progress. Parents are assisted by our parent coordinator in filling out student forms, technology systems, and facilitates monthly needs based workshops, school curriculum informational meetings and parent outreach agencies and community based organizations. A monthly calendar informs parents what school wide, district-wide, city-wide events/activities are taking place. The calendar is issued in Spanish and English. When needed, we reach out to the DOE translation unit to address the language needs of all parents.

### 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: **07X018** School Name: **John Peter Zenger**  
Superintendent: **Ms. Alvarez**

### 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.

Our school uses the home language survey forms distributed during registration, ATS reports as well as emergency contact cards to gather the data necessary to assess PS 18's written translation and oral interpretation needs.

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.

The parents' preferred languages for both written and oral communication are English, Spanish, Soninke, and Arabic.

### 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.)

As in the past, our school provides translation services through in-house school staff and parent volunteers. Our parent coordinator and parent volunteers meet the everyday needs of our parents through oral and written translations

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.

PS 18 provides two parent-teacher conferences throughout the school year, November and March. On Tuesdays, parents are also invited to attend parental engagement sessions with teachers to discuss any concerns they may have with their child's teacher. Parents are given another opportunity to discuss their child's progress during family night twice a year. Additionally, support services that require parent contact include; guidance counselor, special education/related services, attendance teacher and other school personnel.

### **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.

As in the past, our school will provide translation services through in-house school staff and parent volunteers. Our parent coordinator, who is bilingual, is always present at our meetings. Written translations are provided by our parent coordinator. Our parent coordinator and parent volunteers meet the everyday needs of our parents through oral and written translations.

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.

As in the past, our school will provide translation services through in-house school staff and parent volunteers.

### **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.)

The LAC will ensure that all staff members are aware of how to use the translation services and the over-the-phone interpretation service via the T&I brochure and staff meetings.

## **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

All school letters and notifications are translated into Spanish which is the language the majority of our parents speak. We also provide translated documents in low incident languages, such as Arabic. These translated documents are retrieved from the DOE website or through in-house translations. Furthermore, parents that need additional assistance are contacted by telephone and support is provided based on their individual needs

## **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)

Surveys and meetings attendance count will be used to gather feedback from the parents on the quality and availability of services.