2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 14K018
School Name: P.S. 018 EDWARD BUSH
Principal: ALISON ALEXANDER
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Edward Bush School For Leadership

School Number (DBN): 14K018

BEDS Code: Pre K – 5

Grades Served: Pre K – 5

School Address: 101 Maujer Street, Brooklyn NY 11206

Phone Number: 718-387-3241

Fax: 718-599-7744

School Contact Person: Alison J. Alexander

Email Address: Aalexan4@schools.nyc.gov

Principal: Alison J. Alexander

UFT Chapter Leader: Dolores De la Rosa

Parents’ Association President: YadsuelBarada& Gitte Beckman

SLT Chairperson: Alison J. Alexander

Title I Parent Representative (or Parent Advisory Council Chairperson): Natalie Rodriguez

Student Representative(s):

CBO Representative: Michelle Ince

District Information

Geographical District: 14

Superintendent: Alicja Winnicki

Superintendent’s Office Address: 215 Heyward Street Street, Brooklyn NY 11206, Rm. 246

Superintendent’s Email Address: AWinnic@schools.nyc.gov

Phone Number: 718-302-7600

Fax: 718-302-7978

Field Support Center (FSC)
Brooklyn North

FSC: 

Executive Director: Bernadette Fitzgerald

Executive Director’s Office Address: 131 Livingston Street, Rm. 501

Executive Director’s Email Address: Bfitzger2@schools.nyc.gov

Phone Number: 718-225-5119

Fax: 718-3-935-4314
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison J. Alexander</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Dolores De laRosa</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Yadsuel Barada &amp; Gitte Beckman</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Amantina Guzman</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Natalie Rodriguez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Michelle Incce</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Alonzo Bell</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Chioma Hauenstein</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Gitte Beckman</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Natalie Rodriguez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Nimsey Cruz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Yadsuel Barada</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. <strong>What is your school’s mission statement?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission statement for Public School 18 is &quot;At PS 18 we believe that high expectations of today nurture successful citizens of tomorrow.&quot; We believe in excellence for all of our children.&quot; PS 18 is an intimate learning environment committed to continuing its tradition of excellence in educating children and supporting its staff and community. Given the proper conditions, all children are capable of learning. We provide a safe orderly environment where each child is respected and provided with rigorous academic experiences where thinking skills are developed. We are committed to providing a learning environment that promotes language diversity and celebrates cultural differences</td>
</tr>
</tbody>
</table>

2018-19 CEP
to develop the linguistic and cultural college and career readiness skills needed to function in a global society. At PS 18, we provide experiences that serve as the stepping stones to good citizenship for tomorrow’s leaders.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 18 is located in Williamsburg Brooklyn in Community School District 14. The school serves 190 students from Pre K – 5th grade. The school’s population is comprised of 81% Hispanic, 17% Black, 1% Asian and 1% white with 16% of those students identified as English Language Learners (ELLs) and 40% identified as Students With Disabilities (SWD). Because of the unique size of the school there is one class per grade, with the exception of Kindergarten and first grade.

Public School 18 offers a series of programs to support social and emotional development. Positive Behavior Intervention System (PBIS) uses positive reinforcement to support appropriate behavior. Class Dojo is used to communicate positive behavior with parents and support students with developing a growth mindset. The Power Brain program is used to empower adults and children to use Brain Education (BE) to maximize their innate brain potential to promote health, happiness and peace on an individual, community and global level. This year we are implementing the Ruler social emotional curriculum to provide direct instruction on strategies to help students identify their feelings and regulate their behavior.

Public School 18 values community partnerships. We have a collaborative relationship with St. Nick’s Alliance. They provide an after-school program for 75-100 of our students Monday through Friday. St. Nick’s also chose P.S. 18 to pilot their NABE 3.0 program. Through NABE 3.0 we have two full time social workers who support students and their families. St. Nick’s provides housing, job training, and mental health services to our families. This partnership has allowed us to provide community school services without community school money. We have a relationship with City Year and they also painted a series of murals around the building. The school environment is inviting and conducive to learning. Each year Met Life donates schools supplies to our students and Pencil provides financial literacy workshops for our students in grades 3-5. The school has a relationship with the Goethe Institut Galli Theater, and Lufthansa Airline to support the German language program.

To support computer science and STEM education this year, PS 18 is part of the Computer Science For All (CS4All) initiative. The goal of the CS4All program is to ensure that all NYC public school students learn computer science. The program has an emphasis on female, black, and Latino students so they are better prepared to utilize computer science after graduation. This program will prepare students to engage in a true STEM program utilizing the school’s new state of the art technology lab and learn coding using the school’s robot, "Alex". This year we have a technology and Science cluster to further support computer science and STEM instruction.

To support our work with using assessment to guide instruction, we have a partnership with Teaching Matters to utilize Mastery Connect, a computerized program that tracks student mastery of standards. Last year teachers received twenty coaching days throughout the year. This year, a consultant will provide 5 coaching days throughout the year to support the implementation of the program.
3. Describe any special student populations and what their specific needs are.

We have 11 classes, 5 of them are ICT and 2 of them are self-contained 12:1:1 classes. The student population is 40% students with disabilities (SWD) and that number is climbing. Our students need small group instruction, a modified curriculum, social emotional support and a sensory room. Some of our students need headphones to muffle out sound and behavior intervention plans.

We have a small population of German students and is growing our German Language Program. This year we have a Spanish/English Dual Language class and an English/German language class in both Kindergarten and First grade. We also have Spanish Dual Language in second and third grades.

Our English as a New Language (ENL) program provides both push-in and pull out support for students. This model provides students with tools and scaffolds to acquire language that is connected to what is being taught in the classroom and provides the opportunity for individualized instruction when pulled out to further support their individual needs in language development.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 18 made the most progress in 2017-2018 school year in Trust.

This year, our focus is on rigorous instruction and providing a supportive environment.

With the help of our Assessment Matters consultant, teachers spent a lot of time identifying gaps in learning by implementing protocols to review data and modify instruction based on that information.

If we want our school environment to be supportive to students and families, we need to improve how we support the social emotional needs of our students. We will be working on creating a school-wide program to support students with regulating their emotions. With a large percentage of SWD (40%), this support is needed so students are able to learn.
**School Demographics and Accountability Snapshot for 14K018**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>YES</td>
<td>Self-Contained English as a Second Language</td>
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<tr>
<td>English Language Learner Programs (2018-19)</td>
<td><strong>Economically Disadvantaged Students with Disabilities</strong></td>
<td><strong>White</strong></td>
<td><strong>Hispanic or Latino</strong></td>
<td><strong>American Indian or Alaska Native</strong></td>
</tr>
<tr>
<td># Special Classes (ELA)</td>
<td>21</td>
<td># SETSS (ELA)</td>
<td>6</td>
<td># Integrated Collaborative Teaching (ELA)</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>18</td>
<td># SETSS (Math)</td>
<td>3</td>
<td># Integrated Collaborative Teaching (Math)</td>
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<tr>
<td># Visual Arts</td>
<td># Music</td>
<td># Dance</td>
<td># CTE</td>
<td></td>
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<tr>
<td>School Configuration (2018-19)</td>
<td><strong>Racial/Ethnic Origin (2017-18)</strong></td>
<td><strong>% American Indian or Alaska Native</strong></td>
<td><strong>% Black or African American</strong></td>
<td>20.2%</td>
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<tr>
<td>% Title I Population</td>
<td>88.0%</td>
<td>% Attendance Rate</td>
<td>90.4%</td>
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<tr>
<td>% Free Lunch</td>
<td>80.9%</td>
<td>% Reduced Lunch</td>
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</tr>
<tr>
<td>% Limited English Proficient</td>
<td>18.0%</td>
<td>% Students with Disabilities</td>
<td>30.9%</td>
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<tr>
<td># of Assistant Principals (2016-17)</td>
<td>0</td>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
<td>% Teaching Out of Certification</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>13%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>8.9</td>
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<tr>
<td>School Performance for Elementary and Middle Schools (2017-18)</td>
<td>% Hispanic or Latino</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>1.1%</td>
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<tr>
<td>% White</td>
<td>6.7%</td>
<td>% Multi-Racial</td>
<td>0.6%</td>
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<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>18.8%</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>29.2%</td>
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<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>71%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
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<tr>
<td>ELA Performance at levels 3 &amp; 4</td>
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<td>Mathematics Performance at levels 3 &amp; 4</td>
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<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
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<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
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<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
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<tr>
<td>Overall NYSED Accountability Status (2018-19)</td>
<td>YES</td>
<td>Local Assistance Plan</td>
<td>No</td>
<td></td>
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<tr>
<td>Reward</td>
<td>No</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
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<td>In Good Standing</td>
<td>Yes</td>
<td>Focus Subgroups</td>
<td>N/A</td>
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<tr>
<td>Student Performance for Elementary and Middle Schools (2017-18)</td>
<td><strong>American Indian or Alaska Native</strong></td>
<td><strong>Black or African American</strong></td>
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<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>N/A</td>
<td><strong>Asian or Native Hawaiian/Other Pacific Islander</strong></td>
<td>N/A</td>
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<tr>
<td><strong>White</strong></td>
<td>N/A</td>
<td><strong>Multi-Racial</strong></td>
<td>N/A</td>
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<td><strong>Students with Disabilities</strong></td>
<td>N/A</td>
<td><strong>Limited English Proficient</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>NO</td>
<td><strong>ALL STUDENTS</strong></td>
<td>NO</td>
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<tr>
<td>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</td>
<td><strong>American Indian or Alaska Native</strong></td>
<td><strong>Black or African American</strong></td>
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<tr>
<td><strong>Hispanic or Latino</strong></td>
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<td><strong>Asian or Native Hawaiian/Other Pacific Islander</strong></td>
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</tr>
<tr>
<td><strong>White</strong></td>
<td>N/A</td>
<td><strong>Multi-Racial</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Students with Disabilities</strong></td>
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<td><strong>Limited English Proficient</strong></td>
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<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>YES</td>
<td><strong>ALL STUDENTS</strong></td>
<td>YES</td>
<td></td>
</tr>
<tr>
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<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>N/A</td>
<td><strong>Asian or Native Hawaiian/Other Pacific Islander</strong></td>
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<tr>
<td><strong>White</strong></td>
<td>N/A</td>
<td><strong>Multi-Racial</strong></td>
<td>N/A</td>
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</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>N/A</td>
<td><strong>Limited English Proficient</strong></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>NO</td>
<td><strong>ALL STUDENTS</strong></td>
<td>NO</td>
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<tr>
<td>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</td>
<td><strong>American Indian or Alaska Native</strong></td>
<td><strong>Black or African American</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>NO</td>
<td><strong>Asian or Native Hawaiian/Other Pacific Islander</strong></td>
<td>N/A</td>
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<tr>
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<td>N/A</td>
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<tr>
<td><strong>Students with Disabilities</strong></td>
<td>N/A</td>
<td><strong>Limited English Proficient</strong></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>NO</td>
<td><strong>ALL STUDENTS</strong></td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. When analyzing 2017-2018 Advance data, 85% of teachers received an overall score of developing in domain 3b-questioning and discussion.

2. On the 2018 state ELA exam, 30% of the students scored level 3 or 4 in ELA, which is a 4% increase from last year. On the 2018 State Math exam, 25% of the students scored at level 3 or 4 in Math, which is an 8% decrease from last year. This year the school will continue to focus on closing the achievement gap for the lowest 3rd in both ELA and Math. There will be a focus on strengthening Reciprocal Teaching in ELA and launching Reciprocal Teaching in math.

4. When analyzing student work in math, students can do computation but have difficulty solving math word problems.

The School’s needs in this area are:

1. Consistently implement instructional strategies with fidelity.
2. Increase the level of rigor in questions asked to promote discussion.
3. Planning tasks that are rigorous yet scaffolded to address individual student needs
4. Effectively using scaffolds to support SWD and ELLs.

The School’s Strengths in this area are:

1. The school has developed a culture of learning among staff members.
2. The school has implemented reciprocal teaching in ELA across the building.
3. There is consistency in curriculum across the building, K-5.
4. Teacher teams use a modified Tuning protocol to examine student work against rubrics to identify trends and progress towards achievement, identifying strengths and weaknesses, and plan next steps that involve adjustments to lessons.

5. Four staff members have been trained in Math Exemplars to support its implementation.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teachers in grades K-5 will implement reciprocal teaching in ELA and Math to strengthen student comprehension through discussion as measured by a 15% increase in teachers receiving an overall effective rating in Domain 3b- Questioning and Discussion.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers and paraprofessionals</td>
<td>Lead teachers Oct. 2018 – June. 2019 – Ongoing</td>
<td>Principal and teacher leaders will oversee the implementation and support the teachers on their grade with implementation.</td>
</tr>
</tbody>
</table>

Grades K-5 will implement reciprocal teaching in ELA and Math throughout the school year. Teacher leaders will support others on their grade with strengthening reciprocal teaching in ELA to deepen that practice.

To support the implementation of reciprocal teaching in math, two teachers will be joining the District’s collaborative share Mondays on reciprocal teaching. Their classrooms will be used as a lab site for reciprocal teaching in math and one of our teacher leaders will support its implementation across the building.

To specifically support the needs of SWD and ELLs, teachers will be using Thinking Maps, implementing station teaching and designing instruction that is modified to support students' specific needs.

Inter-visitations will be scheduled every 4 weeks for teachers to visit each other’s classrooms and receive feedback.

Exemplars will be introduced in Grades K-5 to support rigor in math problem solving.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers will create a monthly newsletter that explain instructional terms and provide suggestions for ways to support students at home. Also, the parent coordinator will be planning workshops for parents to support the understanding of rigorous instruction and the common core.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development time on Monday afternoons and weekly grade meetings will be used to facilitate teacher team work, school-wide study groups and various differentiated professional development activities around teaching comprehension.

PS 18 will partner with PS 110 to conduct inter-visitations to support Reciprocal teaching in ELA and Math.

Books on implementing Reciprocal Teaching in ELA and Math will be purchased to support teachers with implementing it.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td>X</td>
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<td>C4E</td>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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<td></td>
<td>Other</td>
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</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Three times per year (October, January and April), the Reciprocal Teaching Small Group Assessment Rubric will be used to assess student progress and plan next steps for instruction.

By January 2019 all teachers would have received at least two observations in Advance and there should be a 5% increase in the number of effective ratings for Domain 3b- Questioning and Discussion.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Reciprocal Teaching Small Group Assessment Rubric

Danielson Rubric - Domain 3b

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

*The (2016-2017) QR rated PS 18 as Proficient in indicator 3.4, which speaks to school culture: “High expectations are consistently communicated to the staff by using the Danielson Framework for Teaching. Leadership and staff successfully communicate expectations with families apprised of student progress leading to college and career readiness.”

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

*In 2016 the school implemented the Brain Power program to support social and emotional wellness. The program provides activities that support 10 areas (team building, physical health, focus, mindfulness, memory, emotional wellness, confidence, creativity, character, and citizenship). All teachers are using Power Brain and there is a Power Brain station in all classrooms for students to use when they need it. There is a focus on monthly Power Brain themes that also support positive behavior.

The school’s needs in this area are:

* Improve students’ ability to develop teamwork and self-regulate their emotions.

* A functioning crisis intervention team.

* School wide social emotional program.

The school’s strengths in this area are:

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

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

* The use of Class Dojo to communicate with parents and share what is happening in school on a daily basis.

* School personnel are very good at identifying students’ social emotional needs.

Part 2 – Annual Goal

2018-19 CEP
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 15% increase in the number of teachers who state they teach students the skills they need to regulate their behavior as measured by question 21 of the social emotional section of the School Environment Survey.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, paras and students</td>
<td>Dec. 2018-June 2019 ongoing</td>
<td>Teachers trained in Ruler and Principal.</td>
</tr>
<tr>
<td>Students</td>
<td>Sept. 2018-June 2019</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Students</td>
<td>Dec. 2018-June 2019</td>
<td>Classroom Teachers</td>
</tr>
</tbody>
</table>

#### Teachers in grades K - 5 will begin to implement the Yale University Ruler Curriculum to teach students how to regulate their emotions. Two teachers attended training and will serve as coaches to support the rest of the staff and their classrooms will serve as labsites.

#### Teachers will hold monthly assemblies with their grade band (K&1st, 2nd & 3rd, 4th & 5th) to introduce monthly themes to students.

#### To support SWDs, teachers will create behavior plans that target specific strategies individual students can use to regulate their emotions and behavior. To support ELLs, teachers will role play to ensure students understand vocabulary and how to implement strategies.

#### Students will use the mood meter to identify how they are feeling after major transitions throughout the day (morning arrival, after a prep, after lunch and before dismissal).

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Three times per year, teachers in collaboration with the Parent Coordinator will conduct a series of professional development sessions to help parents understand the Ruler Curriculum and how it can be used at home. These sessions will be held between January and May of 2019.

### 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.

*Materials to create mood meters for each class.*
*Purchase *The Anchors of Emotional Intelligence* for each teacher to support them with teaching the Ruler Curriculum.

*Purchase literacy based character strength building books to support positive social emotional behavior.

*Materials for parent workshops

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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.

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td>C4E</td>
<td>X</td>
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<tr>
<td>21st Century Grant</td>
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<tr>
<td>SIG</td>
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<tr>
<td>PTA Funded</td>
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<td>In Kind</td>
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<tr>
<td>Other</td>
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</table>

**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.

There will be a 10% increase in teachers who believe the RULER curriculum has impacted students' ability to identify and regulate their social emotional intelligence. This will be measured by comparing the survey responses from the baseline survey administered before the program's implementation (November 2018) and each benchmark administration (February and May 2019).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teacher created survey.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - Teachers have created a student centered culture where decisions are responsive to student performance.
   - Teachers have created a student centered culture where decisions are responsive to student performance. 
   - The work of cross grade teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting student learning.
   - Teachers across grades have been brought together to form a teacher leadership team where teachers collaborate to make decisions about instruction.
   - The use of protocols to analyze Mastery Connect data guides teachers in pinpointing students’ needs in relation to CCLS.
   - Assessment Matters coaching has developed teacher leadership in facilitating teacher team meetings.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - The school received a rating of 4.0 on the 2018 school environment survey which is a decrease of .24.
   - While teachers collaborate, it can be difficult to organize because there is only 1 class per grade (with the exception of Kindergarten and first grade).
   - Professional development sessions on Monday have been mostly whole group or grade band (k-2 & 3-5), not providing sufficient time for teachers to collaborate or work together in PLCs.

School’s Priority Needs:

- Finding time for teacher teams to meet consistently.
- Implementing protocols to ensure teachers stay focused and on task.
- Consistently looking at student work and implementing next steps to modify curriculum and lessons.

School’s Strengths:

- Teachers have created a student centered culture where decisions are responsive to student performance.
- Teachers have created a student centered culture where decisions are responsive to student performance. 
- The work of cross grade teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting student learning.
- Teachers across grades have been brought together to form a teacher leadership team where teachers collaborate to make decisions about instruction.
- The use of protocols to analyze Mastery Connect data guides teachers in pinpointing students’ needs in relation to CCLS.
- Assessment Matters coaching has developed teacher leadership in facilitating teacher team meetings.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of the teachers in Grades K-5 will work in grade band teams (K-1, 2-3 & 4-5) to analyze data and adjust curriculum with the focus of improving student learning and their teaching practice.
Part 3a – Action Plan

### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year, the professional development calendar will reflect monthly teacher</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Principal, and teacher leaders</td>
</tr>
<tr>
<td>team meetings and data talks to analyze data on a consistent basis.</td>
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</tr>
<tr>
<td>Teachers will use various protocols (ATLAS, item analysis, and notice and</td>
<td>Teacher Teams</td>
<td>Nov. 2018 - June 2019</td>
<td>Principal and teacher leaders</td>
</tr>
<tr>
<td>wonder) to review student work. Based on the analysis of the data, teachers will</td>
<td></td>
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<tr>
<td>revise unit maps and lessons to include strategies that support the needs of all</td>
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<tr>
<td>subgroups. The implementation of the Teacher Leader Team and strategic planning</td>
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<tr>
<td>sessions with the principal will further support this work this school year.</td>
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</tr>
<tr>
<td>Each grade level band will keep a binder with agenda, minutes and next steps. This</td>
<td>Teacher teams</td>
<td>Nov. 2018 - June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>year, the binder will contain student work samples to document its impact on</td>
<td></td>
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<tr>
<td>academic progress.</td>
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<tr>
<td>Teachers will engage in a PLC around Explicit Instruction to strengthen their</td>
<td>Teacher teams</td>
<td>Nov. 2018- June 2018</td>
<td>Teachers</td>
</tr>
<tr>
<td>teaching practice.</td>
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</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The PTA will collaborate with the parent coordinator to plan two sessions per year where teachers and parents engage in a "looking at student work activity" so parents understand the process.

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.

*Time reflected on professional development calendar

*Resources for effectively looking at student work

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By January 2018, 80% of teachers would have participated in at least two rounds of using a protocol to look at student work and identify next steps for instruction.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Quality Review Rubric for 4.2, teacher teams

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

*The School had two teacher leaders last year and other teachers have been trained by the Mastery Connect consultant to lead teacher team meetings.

*Principal sent groups of teachers to attend professional development provided by the Field Support Center (FSC) on literacy strategies in the early childhood grades.

*A group of teachers have participated in professional development on Exemplars.

*School Leadership is responsive to the needs of teachers, students and parents. (2017 NYC performance dashboard effective leadership, 3.69)

*School Leadership encourages collaboration (principal to staff, staff to staff), (2017 NYC performance dashboard effective leadership, 3.69)

School’s needs in this area:

*Providing time for teachers to turnkey information learned from professional development.

*The school does not create a structure that allows teacher leaders to share their expertise.

School’s strengths in this area:

*Staff is collaborative and respects the expertise of their colleagues.

*Various staff members have had training that could benefit their colleagues.

*Teacher leaders have been trained to facilitate teacher team meetings.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
To further develop teacher leadership with the intended outcome of improving student and school performance, by June 2019, 50% of the professional development time on Monday afternoons will be planned and lead by teacher leaders as measured by P.D. agendas and sign-in sheets.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher leaders</td>
<td>Dec. 2018 - June 2019</td>
<td>Principal and teachers attending professional development sessions.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Dec. 2018 - June 2019</td>
<td>Teacher Leaders</td>
</tr>
<tr>
<td>Teacher leaders</td>
<td>Nov. 2018 - June 2019</td>
<td>Teacher Leaders</td>
</tr>
</tbody>
</table>

- Teacher leaders will meet monthly with principal to discuss and plan professional development activities. Those activities will include strategies to support various sub groups (Els, SWDs, high performing and low performing students).
- Teacher leaders will provide feedback forms for each professional development session they facilitate to receive feedback from teachers.
- Teacher leaders will facilitate inter-visitations to support the implementation of professional development with a reflection sheet for participating teachers.
- Teacher leaders will keep a binder with agendas, sign-in sheets, reflection forms and feedback forms to document work being done and plan next steps.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be invited into the classroom to participate in some of the instructional initiatives being implemented (reciprocal teaching in ELA and Math, Exemplars) to engage in learning with their children.

### 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.

- Binders and templates for reflection and feedback forms.
- Books on Reciprocal Teaching in ELA & Math

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Part 5 – Progress Monitoring

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

By December 2018, teacher leaders would have facilitated at least six professional development sessions with at least one round of inter-visitation.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Professional development agendas, sign-in sheets and schedule of inter-visitations with feedback/reflection forms.

**Part 5c.** In **February 2019**, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>School Environment Survey-2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>PS 18 scored above the city average in 5 of the six categories (strong family-community ties 91%, supportive environment 81%, collaborative teachers 88%, effective school leadership 96% and trust 93%).</em></td>
</tr>
<tr>
<td><em>PS 18 scored the lowest in strong rigorous instruction, 85%, which is tied with the city average.</em></td>
</tr>
<tr>
<td><em>The school has a partnership with a CBO (St. Nick’s Alliance). They provide an after-school and summer program for students; a social worker who works with students and families; and provides mental health services to students and families. St. Nick’s support parents with job searching, financial literacy and housing issues.</em></td>
</tr>
<tr>
<td><em>The school has a partnership with the Goethe Institut the Galli Theater and Lufthansa Airlines to support the German Language Program.</em></td>
</tr>
</tbody>
</table>

**School’s strengths in this area:**

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

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

*The school now offers a German Language Enrichment program to support learning a third language.*

*The school utilizes the mental health counselor to provide services to students, families and staff who need support.*

**School’s needs in this area:**

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

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

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

---

**Part 2 – Annual Goal**

2018-19 CEP
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be three opportunities (November, February and May), for parents with a particular talent, interest or strength, to share with the school community (students, staff and parents) as measured by event flyers and sign-in sheets.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>Parents</td>
<td>Sept. 2018</td>
<td>Parent Coordinator and Parent Teacher Association (PTA).</td>
</tr>
<tr>
<td>In September, parents will receive an interest survey to determine which parents are interested in hosting a workshop and what their talents, strengths and interests are.</td>
<td>Parents</td>
<td>Sept. 2018</td>
<td>Teachers, parent coordinator and PTA</td>
</tr>
<tr>
<td>The parent coordinator will work with the PTA to plan events.</td>
<td>Parents</td>
<td>Oct. 2018 - May 2019</td>
<td>Teachers, parent coordinator and PTA</td>
</tr>
</tbody>
</table>

N/A

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

St. Nick’s Alliance
Goethe Institut
Lufthansa Airlines

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.

Members of the PTA
Parent Coordinator
St. Nick’s Site Director
Schedule Adjustments
School supplies and resources (Art supplies, computer lab, classroom technology)

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Part 5 – Progress Monitoring

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

By February 2019, parents would have facilitated two events for the school community (students, staff and parents) to participate in.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Event flyers with sign-in sheets and feedback forms.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>K-2 – reading levels and writing levels. 3-5- NYS scale scores (Quadrants)</td>
<td>K-2-Fountis and Pinnell intervention program 3-5 – Guided reading short text collection Wilson Intervention program Close reading Vocabulary development Reading A-Z Head Sprouts</td>
<td>Small group (no more than 3 students) Small group (no more than 6 students) Small group (no more than 5 students) Small group Individual</td>
<td>During the school day. After-school program</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Diagnostic and formative assessments from Go Math and Exemplars</td>
<td>Intense hands on instruction using the 8 mathematical processes</td>
<td>Small group One to one</td>
<td>During the school day. After-school program</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Use of manipulatives</td>
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<td></td>
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<tr>
<td></td>
<td>Math drills</td>
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<tr>
<td></td>
<td>Mathletics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Science</td>
<td>Formative Assessments</td>
<td>Guided reading Close reading Vocabulary Scaffolded hands on activities</td>
<td>Small group One to one</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td>Reading and comprehension levels</td>
<td>Thinking Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science A-Z</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Formative Assessments</td>
<td>Guided reading Close reading Vocabulary Scaffolded hands on activities</td>
<td>Small group One to one</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td>Reading and comprehension levels</td>
<td>Close reading</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Thinking Maps</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>AIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students who exhibit behavior problems that affect their academic performance. Behavior plans have at risk counseling, parent collaboration and referral to outside agencies</td>
<td>Whole Class, Small group and one-to-one.</td>
<td>During the school day. After school (NABE 3.0 service.)</td>
<td></td>
</tr>
<tr>
<td>been put in place but are not effective.</td>
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<td>------------------------------------------</td>
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<tr>
<td>Class Dojo</td>
<td></td>
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<td></td>
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<tr>
<td>Power Brain</td>
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<td></td>
<td></td>
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<tr>
<td>Yale University Ruler Curriculum</td>
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</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   According to the RHST report, as of September 2018 there are 28 students (15%) in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

   Students in temporary housing will receive access to Reading a-z platform which is an intervention program to support literacy instruction and Mathletics to support Math instruction. They will be given access to I-Pads (K-2) and laptops (3-5) in the classroom to enhance instruction. The guidance counselor will hold group sessions to provide social and emotional support for students. The parent coordinator will work with parents to refer them to community based organizations that may be able to provide additional assistance. The school will provide all school supplies and uniforms as needed to ensure that students have what they need to learn and feel welcomed in our school community.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | || Targeted Assistance (TA) Schools | Non-Title I |
|---|--------------------------|---|-----------------------------|-----------|

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Recruitment: Teachers are recruited using the open hire system and from various colleges. A rigorous interview process where candidates have to teach a demo lesson and are rated using the rubrics for the Danielson Framework for Teaching is used. Also, the candidates experience with the curriculum being taught and modifying curriculum is also considered when recruiting teachers. Most new hires are asked to work as substitute teachers before being offered a permanent teaching position.

Retention: Teachers are developed using a differentiated professional development plan to ensure their continued growth towards becoming master teachers.

Assignments: Teachers are matched with assignments where they have experience, expertise, or interest. The assignment of the staff also considers what is in the best interest of students.

Support: Teachers are supported through professional development designed to ensure that the staff is highly qualified. Some of the professional development activities include:

*Professional development PLCs around the Danielson Framework for Teaching components 1a, 3B, 3C and 3D will be ongoing throughout the year.

*Peer Collaborative Teachers will provide coaching to teachers who need assistance.

*Teachers set personal goals for improvement and identify specific tasks they will engage in to support meeting those goals.

Professional development is also offered to paraprofessionals to ensure they have the knowledge necessary to function in the capacity of educational assistants. Paraprofessionals receive training in behavior management, facilitating small group work, guided reading and all instructional initiatives.

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).
The strategies for high quality professional development for all staff include:

* Teachers and paraprofessionals participate in professional development regarding planning to meet the needs of ELLs and SWD.

* Teachers and paraprofessionals participate in professional learning communities around areas of focus for the school.

* Teachers will receive personalized feedback and coaching around the Danielson Framework for Teaching to support their continued pedagogical growth (Planning and Preparation - Domain 1).

* The principal will conduct planning sessions with teachers to support their improvement in Domain 1 of the Danielson Framework and model lessons to support an improvement in teaching practice.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The Preschool curriculum is aligned to the Pre-Kindergarten foundational Standards which are a foundation to the Common Core Standards. The Pre-Kindergarten units are modified to ensure that students are instructed in skills needed in the next grade.

The Preschool curriculum has been modified to include a Spanish and German language immersion component to support students’ readiness for the Spanish dual language program and the German Language Enrichment program in Kindergarten.

The Preschool curriculum has been supplemented with a program that reinforces letter recognition and sounds to support the transition to Kindergarten.

Pre-Kindergarten teachers often participate in professional development with teachers of grades K-5 and apply the content to the Preschool curriculum to ensure they are supporting the instructional program.

Kindergarten teachers have an opportunity to meet with Pre-Kindergarten teachers to discuss gaps in instruction so it can be addressed the next year via modification of instructional expectations.

Once per month Pre-Kindergarten parents are invited to attend parent workshops to support the home school connection. Some of the topics include what to expect in kindergarten and ways to support learning at home.

Teachers conduct child studies to address the needs of the students who may need intervention services.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Creation of 3 teacher leader positions: P.S. 18 has vertical grade meetings because there is one class on some grades. There is a teacher leader for grades K-1, 2-3 and 4-5. The teacher leaders meet with me to discuss assessment practices and then discuss those systems with the other teachers on the grade to get feedback. The teacher leader for grades 4-5 is also the data specialist and a Peer Collaborative Teacher. This system allows teachers to share feedback and participate in the decision making process regarding what assessments will be administered, when and how to track it.

There is a measures of student learning committee who meet to make recommendations to the principal regarding MOSL assessments and how they should be administered. One of the team members will attend professional development through the Field Support Center to support their understanding of the various assessments available and will turnkey that information to the other team members so they can make informed decisions. Also, the data
specialist is attending professional development on how to administer the Beginning of Year performance task assessments offered through the Brooklyn North Field Support Center.

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$135,912</td>
<td>(Refer to Galaxy for school allocation amounts)</td>
<td>Section 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$57,677</td>
<td></td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td>☑</td>
<td>Sections 5A, 5B, 5D, 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,218,449</td>
<td>☑</td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from
which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 14K018 Edward Bush, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

P.S. 18 will support parents and families of Title I students by:

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

Parental Involvement and School Quality

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
  - provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
  - host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right
to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

School-Parent Compact (SPC)

P. S. 18, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
  - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

## I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

## II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
- Demonstrate the Six Pillars of Character (Trustworthiness, responsibility, fairness, caring citizenship and respect),
- follow all PBIS guidelines
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

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**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school  
- [ ] After school  
- [ ] Saturday academy

**Total # of ELLs to be served:**

**Grades to be served by this program (check all that apply):**

- [ ] K  
- [ ] 1  
- [ ] 2  
- [ ] 3  
- [ ] 4  
- [ ] 5  
- [ ] 6  
- [ ] 7  
- [ ] 8  
- [ ] 9  
- [ ] 10  
- [ ] 11  
- [ ] 12

**Total # of teachers in this program:**

**# of certified ESL/Bilingual teachers:**

**# of content area teachers:**

---

2018-19 CEP
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

Students in K-5 will receive enrichment through the arts during an after school program. This program will meet the educational needs of the 30 ENL students. The purpose of the Theatre Arts program is to develop all modalities of our ENL population. Addressing all modalities, will enable students to make gains in all academic areas. The program will run for 17 weeks on Wednesdays for 2 hours (2:30 - 4:30 pm.). The program will being January 16th and End with a culminating activity on May 29th. There will be 2 groups of students. One group will consist of entering/ low emerging and the second group will consist of high emerging/intermediate level students. Because groups will be formed based on language acquisition level, each group will have students from various grades. During the program, students will be exposed to different genres and will participate in readers' theater and visual art. The entering/low emerging group will participate in visual arts and the high emerging/intermediate group will participate in readers' theater. There will be 1 certified ENL teacher and 2 certified content area teacher working the program. During the program, each group will spend 1 hour with the content area teacher and the other hour with the ENL teacher. The ENL teacher will deliver direct instruction in literacy and math. The drama teacher will work with students to perform readers' theater. The visual arts teacher will work with students to create an art piece tied to literacy. Students will receive 1 hour of enrichment and 1 hour of direct instruction.

Rationale:
The program aims to provide additional support for students to reach proficiency and make gains on State exams and provide additional language instruction to help students make gains on the NYSESLAT. It is our goal that students at the entering level will make substantial gains by immersing them in Read Aloud, language exposure, and developing their listening and speaking skills through a myriad of activities. Students will be grouped by language proficiency levels in order to meet the specific language needs of students. A flexible grouping model will be used for providing direct instructions to ELLs by ENL and content area teachers. This will help us to meet the varying language development skill needs of our ELLs. Enrichment will be offered to provide additional language support through the arts. Research shows that through the arts the students academics will be improved. Enrichment will also provide social and emotional support to help students feel more comfortable in a school setting. The ELLs will be provided direct instruction in two sessions. During the first hour, instruction will be dedicated exclusively to language development strategies by the ENL teacher. During the second hour, the content area teacher will provide instruction in readers theatre or visual arts. Readers' theatre and Visual Arts will provide opportunities for students to develop language and support the Common Core State Standards in literature.

Subgroups: The total ELLs for Sept. 2018 is 30, including 2 former ELLs who passed the NYSESLAT.

Upon analyzing the NYSESLAT data of 2018, we find that the students still need additional support with reading comprehension and writing. Instruction will be provided in the classrooms as well as working with the ENL teacher. Strategies that will support our students will be as follows;
- Reciprocal Teaching in ELA&amp; Math – Predictions, Clarifying, Summarizing, and Questioning.
Part B: Direct Instruction Supplemental Program Information

- Article of the Day to support vocabulary, background knowledge, listening and speaking
- Modeling – Teachers will provide students with academic language application
- Thinking maps
- Bilingual Picture Dictionaries
- Technology will be provided to support language development
- Students will be provided with writing prompts and sentence starters to promote discussion
- Small group instruction will provide additional support in specific areas
- Teachers will use read Aloud books to support listening skills and speaking

Reciprocal Teaching in ELA & Math – Predictions, Clarifying, Summarizing, and Questioning.
Article of the Day to support vocabulary, background knowledge, listening and speaking
Modeling – Teachers will provide students with academic language application

Thinking maps
Bilingual Picture Dictionaries
Technology will be provided to support language development
Students will be provided with writing prompts and sentence starters to promote discussion
Small group instruction will provide additional support in specific areas
Teachers will use read Aloud books to support listening skills and speaking

Schedule and duration of After-school: The after-school program will begin in January 2019 and conclude in June 2019. It will run for 17 weeks, 2 hours per week (2:30 - 4:30 pm) on Wednesday afternoons.

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

Nature of activities: ELLs will be engaged in a variety of activities to promote their language skills. The activities will include: processed writing in a variety of genres aligned to their main curriculum. They will also benefit from a balanced literacy approach in reading with selections from informational literature. Read alouds and Article of the Day will boost their listening and speaking skills. The enrichment part of the program will include hands on activities, writing and enactment of skits, tone, intonation, dialogue delivery, expressing feelings and ideas by watching and practicing the skills during drama sessions. In Visual Arts students will engage in hands on activities where literacy is brought to life through Art. Students will reinforced vocabulary, have opportunities for discussion to support the development of oral language. Sentence frames will be used to support students with writing about their art.

Teachers: PS 18 has one New York State certified ENL teacher who will consult with content area teachers to support instruction. All teachers providing services are certified.

Types of materials: The materials for after school enrichment programs will be aligned with the Common Core Learning Standards. We will use the "Language Power materials " to support our ELLs in reading and writing skills. Leveled readers' theater materials will also be purchased. Other supplemental materials will be ordered as needed (notebooks, pens, pencil, crayons, paper, visuals etc.). The materials will be purchased with Title III funds. All materials to be used for the Title III program are supplemental and distinct from those used for daily instruction to ELLs. The ratio of ELLs to teachers will be 14:1.

Attendance folders will be distributed on a weekly basis to monitor the students' attendance. The attendance sheets will be added to the Title III binder kept in the Principal's office.
Part C: Professional Development

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

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

Begin description here:

All teachers and paraprofessionals will attend professional development sessions once a month on Monday afternoons, during grade team meetings on strategies to support ELLs. These professional development sessions will begin in October 2018 and there will be a total of 9 sessions for a duration 30 minutes each session. This year, the topics will focus on strategies to help students acquire academic language, planning scaffolds and creating language objectives. Resource materials will be purchased with the Title III funds. Professional Development is differentiated to meet the needs of every teacher and the students they service. This will ensure that all teachers follow best practices to meet the needs of our ELL population. Also, teachers are encouraged to sign up for professional development by way of on-line courses through CITE, as well as the Field Support Center. Professional development agendas and sign-in sheets will be kept in a professional development binder in the Principal's office. Participants will be required to sign-in for each session. Teachers will also submit agendas for any sessions attended outside of school. The in-house professional development will be facilitated by the administration, the ENL teacher and the bilingual dual language teachers. This year, the staff will be reading the book Visible Learning for Literacy. It supports using best practices to accelerate learning. We also have a consultant from Go Math who will be working with teachers to support them with planning lessons with the appropriate scaffolds to support ELLs and SWD. These coaching sessions are not being funded by Title III funds. The vocabulary curriculum called Wordly Wise is also being used to support students with acquiring more vocabulary.

The workshop titles/topics will include, but are not limited to:
- Creating Language Objectives. (October 29, 2018 ~ 2:30 - 3:30)
- Supporting ELLs with improving their writing skills, using Thinking Maps and the writing process (November, Election Day PD)
- Academic language learning through Cognitive Academic Language Learning (CALLA) strategies (December 2019)
- ELL Data Review (January 2019)

At the ELL data review session in January. Data for all ELL students will be reviewed and a plan to address their needs will be created. Based on the results of the data, the other 5 sessions (February - June) will be planned. The purpose of this is to make sure teachers are supported with targeted professional development that is specific to the needs of the students. Teachers will receive a breakdown of the data for the ELL students in their class with recommended strategies they can use to support their students’ language needs.

The professional development plan will positively impact the progress of ELLs because they center on helping students acquire academic language and strategies to provide access to the content and standards. The ENL teacher will be instrumental in providing professional development to classroom teachers and paras. Also, the ENL teacher will be participating in professional development hosted by the FSC to support her growth. Strategies learned at these sessions will be shared with classroom teachers during grade meetings.

Teachers of the Title III after-school program will be provided with time to plan and review student work to make adjustments for the next session. Teachers will receive 30 min. at the start
### Part C: Professional Development

of each session to plan and revise the instruction. Teachers will be paid per session for this planning time (8.5 hours of per session)

### Part D: Parental Engagement Activities

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

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

Begin description here:

The Parent Coordinator, Ms. Blanca Ramirez, works closely with parents to communicate activities that will occur throughout the school year. The Parent Coordinator will hold workshops to support parents in understanding the curriculum, lowering test anxiety, and how to work with your child at home. In addition the Parent Coordinator has held workshops with parents to strengthen the home school connection.

Parents will be informed of Title III programs through notifications in English and preferred language. Parents will be invited to join extra curricula activities with their child. It is our goal to work collaboratively with parents. Parents will be invited to workshops to support their child in their academics. The workshops will be facilitated by the parent coordinator and the ENL teacher. The workshops planned this year will include but are not limited to:

- How to understand my child's NYSESLAT scores (October 15, 2018 @ 8:30)
- How to support learning at home (November 2018)
- Common Core Testing (January 2019)
- Academic language through vocabulary development (Session 1 - March 2019, Session 2 April 2019)
- Reading strategies that will promote comprehension and fluency (May 2019)

The specific day of the month will be planned the month before, taking into consideration what is on the school's calendar.

Parents are also invited into the classroom to participate in activities like publishing parties and other classroom celebrations. The invitations, agendas and sign-in sheets will be kept in a binder in the Principal's office. All school correspondence is sent home in English and the students' home language. Those notices will be kept in the binder as well.

All communication sent home including information about after school programs for students and parents are translated into home language (Spanish). Translation is provided by the Parent Coordinator. Representatives of CBOs (at no cost to Title III) who hold meetings with parents provide information in English as well as Spanish. We also have a school website that has a feature allowing parents to choose their home language and the site will automatically translate all information. Parents are notified of events in several ways. They are: Class Dojo, flyers that are translated in their native language, and the school website provides information about upcoming events.

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

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

**Allocation Amount:** $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<td>N/A</td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
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<td>N/A</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
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<td></td>
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<tr>
<td>Supplies and materials</td>
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<td>N/A</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Brooklyn</td>
<td>018</td>
</tr>
</tbody>
</table>

School Name: Edward Bush School for Leadership

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Alison Alexander</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>type here</td>
<td>Coach type here</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>Josephine Trampanulo</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Samantha Peralta</td>
<td>Parent Natalie Rodriguez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Carmen Shaikh</td>
<td>Parent Coordinator Blanca Ramirez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Harolena Pascoe</td>
<td>Field Support Center Staff Member Cynthia Felix</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Alicja Winnicki</td>
<td>Other (Name and Title) Chioma Hauenstein Peer Collabo</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 169 |
| Total number of ELLs | 34 |
| ELLs as share of total student population (%) | 20.12% |
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>Total #</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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This school offers (check all that apply):

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<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<tr>
<td>Dual language program (DL)</td>
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<td>Spanish</td>
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<tr>
<td>Freestanding ENL</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
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<tr>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The assessment tools being used to guide instructional planning for ELLs are Fountas and Pinnell running records, sight word, letter sound correspondence, Raz Kids ELL component, NYSELAT scores and math assessments. In addition in our Dual Language class, Estrellita is used. The data is analyzed and teachers use the language progressions to help them identify students strengths, weaknesses and plan appropriately for students' proficiency levels. Considering the NYSELAT, our analysis of 4 modalities chose that a great majority of our ELL's, regardless of their grade developed high proficiency in speaking and listening. Furthermore, a number of our ELL's have moved proficiency levels. Our schools instructional plan is to focus on word study, academic vocabulary, and guided reading and writing, while implementing scaffolding techniques and ELL methodologies.

2. What structures do you have in place to support this effort?
The testing coordinator puts out a schedule with all testing and oversees this testing. There are four benchmark assessments administered throughout the year. After each administration, teacher teams are scheduled to meet for a "data talk" where they analyze data and make adjustments to curriculum to support students' needs. This year the school is implementing school-wide formative assessments to assist with teaching and learning. In addition, the school will be training all faculty in the use of mastery connect; a web-based program that provides teachers with formative assessment data on real time.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

This past year 2016-2017 our students made substantial gains, in all the subsets of the NYSESLAT. There were three students who moved from Emerging to Transitioning and one student who moved from Transitioning to Expanding. Most students also moved up 1-2 reading levels in the Fountas and Pinnell running records. In addition, we also studied our MOSL results which indicated that most students in grade 4 have attained proficiency in Science according to the NYS Grade 4 Science Test. This was attributed to professional development that was aligned to the Common Core Standards, tailored professional development to meet the needs of all teachers of ELLs. We purchased new materials that were aligned to the curriculum in our school. In addition we developed rigorous lesson plans to support ELLs and SWDs.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Once summative data has been gathered, teacher teams analyze data by looking at the item analysis of the NYS ELA test and create intervention plans to address the needs of students by way of differentiation. Teachers develop tracking tools to assess the student mastery of the various skills. This data is also used to group students to facilitate the differentiation. This data is shared with the ENL teacher so she can modify her plans as well. The ENL teacher discusses the needs of the ELL students with the content area teachers in order to create coherence in the instructional support of students in and out of the classroom.

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

Currently in grades K-5, the school is using an intervention curriculum by Fountas and Pinnell that provides intense literacy instruction in small group. Teachers in grades K-5 also do independent reading with guided reading. Assessment data is used to determine the type of support ELLs receive within these two programs. This year teachers will have a daily 30 min. period for small group work to address the individual needs of students. Our Tier 1 RTI is provided by classroom teachers and supported by the ENL teacher. If a student does not make adequate progress, the school's RTI committee meets to discuss next steps to discuss the student. Those steps include Tier 2 and Tier 3 instruction, which is provided by specialized out of classroom staff members.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

When looking at the NYSITELL, most children who have had schooling before Pre-K generally test out and do not need ENL services. Prospective ELLs who enter the NYC School system for the first time usually do not pass this test and need ENL services. The NYSESLAT data reveals that students in grades K-2 generally remain at entering and emerging level. ELLs in grades 3-5 make substantial gains, move to transitioning and expanding levels and some of them reach the commanding level and test out. However, SIFE students and new immigrants generally make little gains in their first 2-3 years in the system. After that they make good progress and move to higher proficiency levels. The majority of our ELLs do well on the speaking sub set of the NYSESLAT. However, new immigrants and SIFE lag behind on this sub set. All ELLs, regardless of their sub group, struggle to make significant gains in the reading and writing subsets.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The data specialist is responsible for breaking down this data and disseminating it to teachers. The ENL teacher also has a document that is used to report to teachers student scores for each modality on the NYSESLAT.
Part IV: ELL Programming

Programming and Scheduling Information

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

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

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

b. TBE program. If applicable.
   Paste response to questions here: N/A

c. DL program. If applicable.
   Paste response to questions here: The Spanish Dual Language program will provide instruction in all content areas in both Spanish and English. At Ps 18 the Kindergarten Dual Language program is a side by side model. We strive to achieve a 50/50 ratio between EP and ELLs. There are two kindergarten classes and there are EP and ELLs in both classes. In the morning, one class receives English instruction while the other class receives Spanish instruction (Periods 1-3). Period 4 students go to lunch. After lunch the classes switch and receive instruction in the other language (periods 5, 6 and 7). The class that received English instruction in the morning will receive Spanish instruction in the afternoon. The class that received Spanish instruction in the morning will receive English instruction in the afternoon. This structure changes weekly. So the class that had English instruction in the morning one week will receive English instruction in the afternoon the next week. This ensures a 50/50 split in language instruction. Literacy instruction is simultaneous in both languages. Students are learning phonics, reading, writing, science, and social studies. ELL students are assessed using Fountas and Pinnell running records and Estrellita. The level of Spanish language proficiency for the EP students is emerging. Students are developing oral language. The Dual Language program for 1st and 2nd grade uses a self-contained model because there is only one class per grade. The program in these grades maintain a 50/50 model. Students receive English instruction in the morning and Spanish instruction in the afternoon. These switch weekly so students have the opportunity to receive instruction in both languages in the morning and afternoon on a weekly rotating basis.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

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

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

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

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

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

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

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

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   Paste response to questions here:
   a. Almost all SIFE Ells at PS 18 are new immigrants. These students are pulled out in small groups to the ENL classroom to provide basic language skills in the beginning of the school year. Bilingual glossaries are used to help them understand academic language in content areas, especially math and science. Other materials used include: books and language
development materials explaining step by step process for understanding problems both in English and home language, bilingual picture dictionaries, flash cards, hands on manipulatives such as; finger puppets for oral language practice. Web based programs like Raz-Kids, is also used to support these students with learning basic elements of english (alphabet recognition, sounds, blending and decoding).

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

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

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

c. We have a few ELLs who have been receiving ENL services for over four years. Various scaffolding strategies such as sentence starters, prompts, verbalizing responses before writing and small group work are used to assist them in acquiring language and learning content. The Language Power Curriculum is also used to support language acquisition and learning content. Thinking Maps are used to help the ELLs acquire vocabulary and they serve as a visual scaffold for supporting comprehension.

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Paste response to question here: Intervention for all ELLs in all subjects involve small group instruction and technology where teachers and paraprofessionals use scaffolds and strategies to help students learn content and acquire language where the language spoken is English. Entering/Emerging students also benefit from being pulled out to the ENL classroom for reinforcement in content area instruction and language development. ELLs also receive intervention during ENL afterschool program and our Friday Enrichment program that provides support with vocabulary acquisition test taking strategies. All subgroups are invited to attend these programs however the materials used may differ. For example, entering/emerging ELLs will benefit from materials specifically designed to build language skills in all modalities and learn content. ELLs in other subgroups may be engaged with materials used by all students with specific scaffolds to support them.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Paste response to question here: For the upcoming school year (2017-2018) we will be improving our support for ELLs by implementing Thinking Maps, Expeditionary Learning in grade 3-5, introducing guided reading small group work in grades K-5, web based intervention programs (Raz-Kids) and an afterschool enrichment program specifically designed to support ELLs with Listening and Speaking. There will also be a Friday program designed to support reading and writing. This afterschool program will incorporate Art. ELL programs and instruction will have a measurable outcomes. These improvements were considered because they give students a chance to get exposure to the arts and learn about culture. In addition they get to express what they have learned by writing an essay. this allows the teachers to assess students writing. By analyzing their students writing teachers will be able to support students in this area and prepare them in grades 3-5 for the NYSELAT examanation.

10. If you had a bilingual program, what was the reason you closed it?

Paste response to question here: At this time the Lexia program has been discontinued due to budgetary constraints. However, the programs in place are researched based and have been successful based on the gains of last year’s NYSESLAT scores.

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

Paste response to question here: All ELLs have equal access to all curricular and extracurricular programs. ELLs are invited to participate and encouraged to perform at academic levels and enrichment activities during and after school. All students, including ELLs overwhelmingly sign up for a wide variety of activities where they get opportunities to learn, share and acquire new skills, explore their talents and hone their skills in various areas. ENL students join all the educational trips and are among active members in various activities such as St. Nick’s Allisance program, Hip Hop Yoga and the instrumental music instruction program at PS 18.

Some of the programs are especially designed to meet the needs of ELLs and former ELLs. This program is specifically designed to provide ELL students with language acquisition skills utilizing ELA skills through art. Toward the end of the year, students present their art work to parents and families during a culminating celebration. The Friday program designed to provide AIS services and test prep is also available to ELLs. Teachers use small group instruction with scaffolds and strategies to build vocabulary to support reading comprehension, writing and test taking strategies for ELL.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials and technology used to support ELLs include: computer aided instruction in math (Go Math videos), Fundations (phonics), visual and reading aids on the computer and ipad, Raz-Kids Interactive books and all curriculum has suggested scaffolds and entry points to support ELLs with their content. This year we are incorporating something new called Moby Max and Core Clicks. Moby Max provides an assessment and provides activities at the students’ level and builds on what the students knows. Core Clicks is an interactive reading program that builds comprehension. All classrooms have SmartBoards to support ELLs and all of the common core curriculum components have interactive activities to support skills and content mastery. Grades K-1 have I-pad, grades 2-3 have laptop carts and grades K-5 have at least four computers in the classroom as an additional support. This coming year we will have a new computer lab and students in grades 3-5 have mobile STEM labs to support students in Math, Science and Technology.

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

ELLs who are literate in their native language are allowed to take the standardized tests in math and science. In our Spanish Dual Language program, students are assessed using Estreillita, a Spanish phonics/reading assessment. In our ENL program, students are assessed using Raz-Kids. Students can access leveled texts in their home language. Comprehension and reading level can be tested using Raz-Kids. Also, ELLs and former ELLs are allowed access to approved bilingual dictionaries during the state standardized tests.

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

The ENL schedule including Stand-alone and integrated services are so designed to provide maximum possible support to students at their corresponding age and grade levels. The integrated portion of our program are grade and age specific because students are in their room with their peers. So 4 of the 7.5 times per week, the services directly correspond to the ELLs’ ages and grade levels. During stand-alone, the groups may be one grade level up or down because it is primarily based on language acquisition. However, during those times, the ENL teacher differentiates the sessions so the supports are still age and grade specific.

If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

P.S. 18 is not a co-located site. We are the only school in the building so all resources are used to meet the needs of the students.

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).

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

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
Paste response to question here: At PS 18 the Kindergarten Dual Language program is a side by side model. We strive to achieve a 50/50 ratio between EP and ELLs. There are two kindergarten classes and there are EP and ELLs in both classes. In the morning, one class receives English instruction while the other class receives Spanish instruction (Periods 1-3). Period 4 students go to lunch. After lunch the classes switch and receive instruction in the other language (periods 5, 6 and 7). The class that received English instruction in the morning will receive Spanish instruction in the afternoon. The class that received Spanish instruction in the morning will receive English instruction in the afternoon. This structure changes weekly. So the class that had English instruction in the morning one week will receive English instruction in the afternoon the next week. This ensures a 50/50 split in language instruction. Literacy instruction is simultaneous in both languages. Students are learning phonics, reading, writing, science, and social studies. Both classes receive daily preparation periods in Physical Education, Visual Arts and Drama/Vocal music. ELL students are assessed using Fountas and Pinnell running records and Estreillita. The level of Spanish language proficiency for the EP students is emerging. Students are developing oral language. The Dual Language program in 1st and 2nd grade uses a self-contained model because there is one class per grade. The students receive English instruction in the morning and Spanish in the afternoon and this schedule rotates each week.

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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: All ELL personnel at PS 18 participate in monthly professional development lead by the ENL teacher. The sessions are specific to planning units around content and language acquisition to support ELLs. This professional development is in addition to the professional development provided by the principal and outside consultants
Paste response to question here: The principal provides professional development for all teachers not just the ENL and Dual Language teachers in the use of scaffolds and strategies to engage students with the Common Core Learning Standards. Strategies to support building vocabulary, improving reading comprehension and writing are included. Thinking Maps continue to be one of the tools being implemented school-wide to support student engagement.
September: Reading and writing workshop presented by Mr. Lemos Assistant Principal
October: Scaffolds presented by Mrs. Tramparulo ENL teacher
November: Flexible Grouping by Ms. Peralta and Ms. Shaikh Dual Language/ICT teachers
December: Technology to enhance the instructional experience of ELL students by Mr. Bell/Ms.De La Rosa
January-June: TBD based on mid-year reflection

2018-19 CEP
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Paste response to question here: The ENL and Dual Language teachers attend professional development through the office of DELLs and Brooklyn North Field Support Center. The ENL teacher, who also acts as the ELL liaison for the school, turn keys the highlights from the PDs to the staff. In addition, the principal regularly plans in-house professional development on supporting ELLs. Resources to assist teachers with planning scaffolds for ELLs are shared with staff. Thinking Maps training includes conversation around how the maps can specifically be used to support ELLs with learning content and language. Teachers are not only getting professional development throughout the year on supporting ELLs, in service days like Election Day are devoted to providing additional training on strategies to support ELLs with opportunities to use the strategies learned to plan instruction. The professional development sessions turn-keyed by the ENL teacher, the sessions provided by the principal (throughout the year and on in-service training days) and support from outside consultants ensures that the requirements of CR Part 154.2 are being met for all staff and ENL/bilingual teachers. Agendas and sign-in sheets are kept on file to document the amount of professional development that is provided to support learning for ELLs.

All teachers: Reading/writing workshop, ENL strategies, technology (see above)
ENL teacher: instructional conversations re:ENL practices with ENL teachers in the district
Citywide ENL annual conference
Teachers College Reading/Writing Institute
Teachers College Annual Saturday Reunion

Parental Involvement

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

Paste response to question here: Annual individual meetings with parents of ELLs are planned for: mid-October 2017 and mid-March 2018. The focus of October 2017 meetings will be an introduction to the changes in CR Part 154 and the way they affect the program for ELLs. The mid-March 2018 meetings will provide information about the shifts in testing for ELLs, how to provide continued support to students at home and what is expected of ELLs in terms of passing the grade and improving their performance on NYS tests including ELA, math, science and the revised NYSESLAT. The topics discussed and shared with parents at such meetings include: language development progress of the child, language assessment results, and content area (academic vocabulary) language development needs. On site interpretation and translation help is available by the parent coordinator and other staff to ensure that parents have an opportunity to ask questions and seek clarification. Parents’ questions and concerns are addressed in their home language. The ENL teacher and the parent coordinator keep sign in sheets of all in-person meetings. Every effort is made to reach out to all parents of ELLs. Those who are unable to attend scheduled meetings, are contacted by phone and if needed, by letter. Special 1-on-1 meetings are held during preparation periods and sessions before and after school to accommodate parents.

Agendas and sign in sheets of the meetings will be kept in the ENL binder

Tuesday Parent Involvement time will be used to set up meetings with families of ELL students to discuss progress and areas of need
Parent Coordinator will conduct outreach activities geared to provide families of ELL students to provide them with resources to assist them with their transition to a new country
Parent Coordinator will hold meetings specifically designed for parents of ELL students
Classroom teachers will maintain communication with families of ELL students via class DoJo (web-based program designed to provide parents and students up-to-date information on student achievement, attendance, and any other school related issues)

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

- The Cinco De Mayo Cultural Celebration/Workshop topic: cultural heritage
- The Dominican Day Celebration/Workshop topic: Culture contributions of Hispanics
- Our Multicultural Day/Workshop topic: An in-depth study of a particular country
- A visit to EL Respetorio Espanol/Workshop Topic: What Role Does The Arts Play In Our Everyday Life
- End of School year celebration BBQ/Workshop Topic; Food and Culture Around The World
- After school end of year writing celebration/Workshop Topic: How Does Our Culture Impact Our Lives

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

Additional Information

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

Paste response here: This year in addition to our Spanish Dual Language program, we will begin a German Language Enrichment program to support an influx of students who have a German background and speak German as a second language.
### Part V: ELL Identification Attestation

#### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Alison Alexander, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** P.S. 18  
**School DBN:** 14K018  

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Alison Alexander</td>
<td>Principal</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Blanca Ramirez</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Josephine Tramparulo</td>
<td>ENL/Bilingual Teacher</td>
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<td>1/1/01</td>
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<tr>
<td>Irma Mercado</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Harolena Pascoe</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Samantha Peralta</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
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<td></td>
<td>Coach</td>
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<td></td>
<td>Coach</td>
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<td>1/1/01</td>
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<tr>
<td>Romy Gaffner</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Alicja Winnicki</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Cynthia Felix</td>
<td>Field Support Center Staff</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Member</td>
<td></td>
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<tr>
<td>Carmen Shaikh</td>
<td>Other IEP Teacher</td>
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<td>1/1/01</td>
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<td>Other</td>
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<td>Other</td>
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<td>1/1/01</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 14K  School Name: Edward Bush  Superintendent: Al

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

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

Data used for school wide language needs include: ATS reports: UPPG, RHLA, RAPL,

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

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

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>As of October 2015, of the current 35 ELLs 32 of them indicate Spanish as their home language. Of the total 8 new ELLs, five (5) indicate Spanish as their home language, while three (3) indicate Arabic as their native language. The ENL teacher enters home language as per HLIS and checks this data to ensure its accuracy in order to complete ELPC screen on ATS to comply with Chancellor’s regulations per Part 154 requirement. Of the total 191 students enrolled at PS 18 K as of October 2015, about 54 percent of the parents have indicated English as their preferred language for oral and written communication. About 46 percent of the parents have indicated Spanish as their preferred language for oral and written communication.</td>
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communication. About 2 percent of the parents have indicated Arabic as their preferred language for written communication.

<table>
<thead>
<tr>
<th>Document Name</th>
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<tbody>
<tr>
<td>All critical information about educational programs and services for our students and parents are communicated to the school community by correspondence that are sent home in English, Spanish and Arabic. The communications made available in English and home languages include: all announcements including newsletters, monthly calendars, New York State testing dates, parent-teacher conference notices, after-school programs, pupil progress reports, report card grades and comments on pupil performances, permission slips for trips, etc.</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
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<tr>
<th>Language</th>
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Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All critical information about educational programs and services for our students and parents are communicated to the school community by correspondence that are sent home in English, Spanish and Arabic. The communications made available in English and home languages include: all announcements including newsletters, monthly calendars, New York State testing dates, parent-teacher conference notices, after-school programs, pupil progress reports, report card grades and comments on pupil performances, permission slips for trips, etc.</td>
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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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tr>
<td>Tentative dates for the formal face-to-face meetings with parents at PS 18 for curriculum nights, parent-teacher conferences, are as follows:</td>
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<tr>
<td>Open school nights (curriculum nights): mid-September (9/17/15) and mid-May (5/12/16)</td>
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<td>Parent-teacher conferences: afternoon and evening the first weeks of November 2015 and March 2016.</td>
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<tr>
<td>Annual individual meetings with parents of ELLs are planned for: December 2015 and March 2016.</td>
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<tr>
<td>3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.</td>
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**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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

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

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