



**THE CADWALLADER COLDEN SCHOOL
P.S. 214Q**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (25/ QUEENS/25Q214)
ADDRESS: 31-15 140TH STREET
TELEPHONE: 718-461-4055
FAX: 718-460-6841

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 214 Q **SCHOOL NAME:** Cadwallader Colden

SCHOOL ADDRESS: 31-15 140th Street Flushing NY 11354

SCHOOL TELEPHONE: 718-461-4055 **FAX:** 718-460-6841

SCHOOL CONTACT PERSON: Denise Fuccillo **EMAIL ADDRESS:** DFuccil@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mirella Rizzo

PRINCIPAL: Denise Fuccillo

UFT CHAPTER LEADER: Brandi Passantino

PARENTS' ASSOCIATION PRESIDENT: Kimberly Feliciano

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 94N204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Denise Fuccillo	*Principal or Designee	Denise Fuccillo
Brandi Passantino	*UFT Chapter Chairperson or Designee	Brandi Passantino
Kimberly Feliciano	*PA/PTA President or Designated Co-President	Kimberly Feliciano
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	N/A
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	N/A
N/A	CBO Representative, if applicable	N/A
Gary Bretton	Member/Staff	Gary Bretton
Jane Goodman	Member/Staff	Jane Goodman
Nikki Nikoloulis	Member/Staff	Nikki Nikoloulis
Kelly Mena	Member/Parent	Kelly Mena
Savitha Navada	Member/Parent	Savitha Navada
Laurie Drazevic	Member/Parent	Laurie Drazevic
Yaneth Mejia	Member/Parent	Yaneth Mejia

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Cadwallader Colden School, P.S. 214Q, is located in Flushing, Queens. We are a Title I PreK-5 school serving approximately 422 students from culturally diverse backgrounds. We are a collaborative school dedicated to achieving high standards of academic excellence for all of our students. Our mission is to nurture and maintain high expectations for our students and develop programs which foster critical thinking and problem solving skills. Our school has received an "A" on the NYC School Progress Report for the last three consecutive years.

Instructional initiatives in literacy include our partnership with *Teacher's College Reading and Writing Project* and the continued implementation of the *Balanced Literacy Approach* for reading and writing. This includes Read Aloud, Independent, Paired, Shared and Guided Reading, Book Clubs, Interactive Writing, Word Study, conferences and small group work. The school follows the *Everyday Math* curriculum which focuses on authentic and inquiry based instruction. We are working to develop higher level thinking skills through such programs as *Exemplars* and other problem-solving strategies. Our Literacy and Math Staff Developers provide professional development in a variety of ways which includes push-in, modeling and mentoring, as well as supporting teachers during professional development sessions, grade conferences, lab sites, and planned meetings.

P.S. 214 follows the NYS core curriculum for Social Studies. Basic knowledge in geography, New York, United, States, and World History is taught in the respective grades. Our science cluster teacher gives students opportunities to model scientists' methods of investigation through a "hands-on" workshop model and inquiry based approach that incorporates scientific thinking processes. Classes in K-5 utilize the lab with additional periods provided for grades 3 and 4. Technology is infused into all the curriculum areas through the use of classroom desktop computers, 3 mobile laptop carts, individual classroom laptops with LCD projectors, and Interactive White Boards. Wireless Internet access is available throughout the building. In addition, our state-of-the-art computer lab is utilized by PreK- grade 5 classes at least once a week. Students have opportunities to participate in assembly programs that include music, dance and theater. In addition, our fulltime visual arts teacher provides in-depth instruction in a studio environment.

We recognize the importance of families and other community members in the academic and social success of all our children. Through the dedicated efforts of our Parent Coordinator and Staff Developers, we provide many well attended parent workshops that focus on strengthening academic support in the home and increase parent awareness and participation in school events and activities. Translators are provided. School-home information is translated and communicated regularly through a variety of medium. We collaborate with the Police Athletic League (PAL), and Queens College. We provide students with opportunities to grow through After-School Reading & Math Support Programs; Title III After School ESL Program; Science Squad; Science Fair; Basketball Team and Cheerleaders; Penny Harvest; Peer Mediators; Quill Awards; Writing & Math Contests, Student-of-the-Month and our Character Education Program.

Staff, parents, students, and community consider P.S. 214Q to be a high achieving, well-rounded school that addresses the needs of the whole child.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SEE OFFICIAL SCHOOL WEBSITE

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

After review of our Annual School Report Card, NYC Progress Report, Periodic Assessments, ARIS and school-based assessments (formal and informal), as well as our school demographics and accountability snapshot, the following findings were noted:

1. P.S. 214Q was rated as an **A** school for the fourth consecutive year as per the 09-10 *NYC Progress Report*.
 - a. Our overall score of 62.1 indicates a decrease in our school's overall ranking within the city horizon.
2. P.S. 214Q ranked as a **Well Developed** school based on the *Quality Review Report*, 2006-2007, 2007-2008 and 2008-2009. Although our school is not scheduled for a Quality Review in 2010-2011, we anticipate having a Peer Review or an in-house "mock QR" to further assess our needs and devise action plans to address those needs.
3. As per the *NYS School Report Card*, P.S. 214Q has consistently **met our AYP** in ELA, Math and Science.
4. As per the *NYS School Report Card*, P.S. 214Q has consistently been rated a "**School in Good Standing**".
5. NYS Math exam results:

MATH	Performance	Median student Proficiency	Percentage of Lowest Third at 75 th Growth Percentile of Higher
2009-2010	78.4%	3.68	53..3%
2008-2009	99.4%	4.02	NA

- a. 63% of Grade 3 students performed at Levels 3+4
- b. 82% of Grade 4 students performed at Levels 3+4
- c. 85% of Grade 5 students performed at Levels 3+4

Our results indicate we need to build our student performance in order to increase the number of students making proficiency in 2011. Teachers will need to examine students who were in last year’s lowest third in Math and set up action plans to identify and address their needs. In addition, after reviewing the *Math Item Analysis Report*, it was noticed that students in grades 4 and 5 were weakest in the “extended response” portion of the test which indicates an area of need to concentrate on this year. Teacher will work together and with the Math Staff Developer to discuss and implement strategies to address specific needs.

6. NYS ELA results

ELA	Overall Performance	Median Student Proficiency	Percentage of Lowest Third at 75 th Growth Percentile of Higher
2009-2010	55.3%	3.06	76.9%
2008-2009	85.1 %	3.39	NA

- a. 32% of Grade 3 students performed at Levels 3+4
- b. 69% of Grade 4 students performed at Levels 3+4
- c. 61% of Grade 5 students performed at Levels 3+4

Summary:

Our current grade 4 students (last year’s grade 3) made the least amount of incremental improvement which indicates the need for additional attention to this sub group as well as to the current 3rd grade and current 2nd grade.

Inquiry Team work will concentrate on building comprehension skills beginning in PreK, scaffolding through the lower grades to the upper grades. Attention will particularly focus on this year’s current grades 2, 3 and 4 to strengthen literacy skills. Teachers work with our Literacy Staff Developer to focus on improving differentiation of instruction to meet individual needs to help increase student progress. Staff will also concentrate on identifying students who were in last year’s lowest third in ELA and set up action plans to identify and address their specific needs.

- 7. ELLs: There were too few Grade 3-5 ELLs tested to be considered for Progress Report credit. This year, enrollment of ELLs has increased and we anticipate a higher number that may impact on additional credit therefore we will focus on building English Language proficiency skills across the grades.
- 8. Special Education students: There were too few students with IEPs to impact on our Progress Report for additional credit. This year, we will have at least 6 students from a Self-Contained Special Education classroom taking the NYS ELA and Math exams. Particular attention will be provided to build their literacy and math skills through differentiation and modifications as needed.
- 9. Technology:
 - a. Use of email via Outlook significantly increased with **100% of the staff** now utilizing Outlook on a regular basis for communication with colleagues and administration.
 - b. Use of ACUITY for teachers servicing students in grades 3, 4 and 5 increased significantly as per ACUITY management reports.
 - c. All staff members have received training in ARIS and at least 50% have begun to access ARIS reports on a regular basis.

- d. Student to computer ratio decreased and the amount of time students have access to computers has increased over the past year.
- e. Students are utilizing the *First in Math* computer-based program both in school and at home to practice building math skills.
- f. Twelve of twenty classrooms have and regularly use Interactive Whiteboards to support and/or enhance instruction.
- g. More than half of all staff now utilize their classroom laptop and projector to support and/or enhance instruction.

10. Professional Development:

We will provide professional development to our staff via our Literacy and Math Staff Developers to assess and address student needs. Teachers' Colleg will provide our staff with in house staff development . Teacher's will also be provided opportunities to attend TC Calendar days to support instruction. Our CFN will be tapped for additional support. Staff will review current programs and material to assess impact on student learning. Inquiry Team work will focus on areas such as collaborative analysis of student needs, review of student work, examination and discussion of implications of data. Administration will work to provide appropriate scheduling to accommodate time for staff to meet collaboratively. Administration will work more closely with staff to improve instructional practices as needed.

11. The Arts:

We are proud to be able to provide a strong visual arts program for all of our students in grades PreK through grade 5 with classes 1-2 times per week in a studio setting. Assembly programs are expected to provide experiences in dance, music and theater. Trips to concerts, dance recitals, museums, theaters and exhibitions will provide additional exposure to the arts.

Budget cuts prevent our school from providing additional in-house arts programs at this time, but we remain on the alert for grants and programs that may be available to our students. We are working to find and utilize cost-saving resources to supplement our students' exposure to the arts. This includes regular visits to *Material for the Arts* for much needed art supplies and utilization of the internet to bring the arts into the classroom.

12. Additional instructional time:

Although we will strive to provide support and supplemental instruction to our at risk students during Extended Day, budget cuts threaten to reduce the amount of before and/or after school time that we will be able to provide our students, particularly in grades 3-5 to prepare, review and practice for content area testing. Budget cuts will also decrease our ability to provide additional time and material to support our higher achieving students so we will need to work together to devise means to attend to our students to ensure that all students perform at higher levels and progress levels increase at least 1 year.

13. Aids and Barriers

Due to budget restrictions over the last year we have decreased the number of classes in grades Kindergarten through 2 thus increasing the number of students in the class. It is our hope to reduce class size in the future thus reducing the student- teacher ratio.

We are fortunate to have received a RESO-A grant this year of \$100,000.00 for technology. This grant will allow us to upgrade our computer lab and utilize the existing computers in classrooms. We were also able to include five laptop computers in each classroom in grades three through five for student use.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1: By June 2011 100% of students will be instructed in small flexible groups in literacy based on analyzed and interpreted summative and formative data.

Goal #2: By June 2011 100% of students in each grade (K-5) will be instructed in one cross curricula lesson each month that correlates literacy and/or math with science, technology and/or art.

Goal #3: By June, 2011, at least 80% of our classroom teachers, 2 ESL teachers, 2 Staff Developers, and the Principal, will participate in at least 1 structured professional learning study group to improve content expertise with the goal of improving instruction and student outcomes of our ELL population.

Goal # 4: By June 2011, 75% of students writing skills will increase by at least one level in Grades K-5 as measured by our school-wide rubrics.

Goal # 5: To strengthen home-school communication and parent participation in student learning, 100% of all teachers will provide feedback to students and parents on students' progress and opportunities for support and/or enrichment.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1: By June 2011 100% of students will be instructed in small flexible groups in literacy based on analyzed and interpreted summative and formative data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Grade K-5 teachers will work collaboratively (i.e. Inquiry Teams, grade conferences, before/after school) and with the Literacy Staff Developer and Teachers College Consultant to examine Spring 2010 ELA results, Teacher’s College data and additional data via ATS, ARIS, ACUITY as well as current test scores and student work to determine areas of highest student need in literacy. • Each grade will meet with the Literacy Staff Developer and Teachers College Consultant to examine materials and resources that are currently utilized to determine instructional effectiveness. • Each classroom teacher will administer quarterly running records using the Teachers College Reading Assessment to assess students’ independent reading levels and inform instructional next steps. • Classroom teachers will work collaboratively with the Literacy Staff Developer and Teachers College Consultant to formulate vertically aligned rubrics across the grades to assist in formalizing instruction and assessment. • Staff will collaboratively formulate differentiated instructional strategies to address student needs and to evaluate results of interventions. • Staff professional development will be provided based on individual/group need and include data acquisition, review and analysis, instructional implications for differentiation through in-house staff, ICI staff, DOE staff and Teachers College Consultant. • Administrators will conduct formal and informal observations to evaluate effectiveness of instructional practices.

	<ul style="list-style-type: none"> • Enrichment and academic intervention will be provided to at risk students by literacy and math coaches in grades 3, 4, and 5 • After school literacy classes will support students at-risk
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • TL Children First Network Support • Full time Literacy and Math Staff Developers are funded through multiple funding sources including Title I SWP, TI FSF, TI ARRA and Contract for Excellence • Instructional materials utilize multiple funded sources including Title I SWP, Title III, TL
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher's lesson plans and through at least one formal and or informal observation. • Student independent reading levels as recorded on each Class Reading Checklist for <u>September, November, March and June</u> will be monitored to assess gains in reading levels • Teacher assessment binders containing formative and summative data to be used to assess and evaluate student progress at common meetings i.e. Inquiry, Grade and individually with Staff Developers • Sign-in sheets of staff attendance at meetings • Agendas of conferences, workshops, or training sessions attended • Documentation of data driven instruction in formal and informal observations • Lesson plans (reviewed by administration at least 3 times per year) indicating differentiation of instruction for students in most need of support • Records of the extended morning program will be maintained and assessed by administration, Staff Developers and teachers to compare student achievement levels across the year as well as the effectiveness of the extended morning program to meet student needs.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Curriculum

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2: By June 2011 100% of students in each grade (K-5) will be instructed in one cross curricula lesson each month that correlates literacy and/or math with science, technology and/or art.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Literacy and Math Staff Developers will facilitate small group work with K-5 classroom teachers to formulate <i>Literacy Unit of Study Calendars</i> and <i>Math Pacing Calendars</i> • Monthly meetings will be held between Staff Developers and the Science, Technology and Art cluster teachers to discuss and plan areas of curriculum correlation and instructional implementation between the <i>Units</i> and <i>Pacing Calendars</i> and the Science, Technology and Art cluster curricula. • Each cluster teacher will implement cross-curriculum lessons across the grades over the course of the year • Cluster teachers and classroom teacher will participate in quarterly articulation meetings. • Administrators will attend/monitor meetings noted above • Administrators will conduct formal and informal observations specific to cross-curriculum lessons at least 2 times during the year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of <i>Contracts for Excellence (C4E)</i> allocations, where applicable.</p>	<ul style="list-style-type: none"> • FSF is utilized to provide staff with per session opportunities. • Full time Literacy and Math Staff Developers are funded through multiple funding sources including Title I SWP, TI FSF, TI ARRA and Contract for Excellence • Instructional materials utilize multiple funded sources including Title I SWP, Title III, TL

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Meeting sign-in sheets are kept on file
- Cross-curriculum maps/calendars indicating areas of correlation will be submitted for administrative review every other month
- Cluster teacher plan books will be reviewed by administration at least 3 times throughout the school year for evidence of correlated lessons
- Literacy and Math Staff Developer logs
- Administrative documentation of classroom visits will be kept on file for review and evaluation of correlated lesson implementation

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELLs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3: By June, 2010, at least 80% of our classroom teachers, 2 ESL teachers, 2 Staff Developers, and the Principal, will participate in at least 1 structured professional learning study group to improve content expertise with the goal of improving the instruction and student outcomes of our ELL population.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • ELL data of students in grades K-5 will be collected and disaggregated to all staff by our ESL teachers to indicate language, gender, age, grade, admission date, long-term or SIFE status (if applicable) • LAB-R and NYSESLAT scores will be reviewed by administration, ESL teachers and Staff Developers for areas of greatest need • Results of the LAB-R and NYSESLAT will be shared with classroom teachers • The LAP Narrative will be distributed at the fall Faculty Conference by administration and discussed with all staff for instructional implications for ELL’s in the mainstream classroom as well as to provide insight into legal mandates • ESL professional development in the content areas will be provided to classroom and out-of-classroom staff by our in-house ESL teachers, CFN support staff, ISC-ESL support personnel and/or through DOE workshops/conferences (as available) • The Principal will participate in an CFN sponsored Principal ESL Study Group, meetings to be held throughout the school year • Teachers will implement ESL strategies and techniques within their classrooms- as indicated by lessons, material utilization, management, and/or environment

	<ul style="list-style-type: none"> • Information from tests (i.e. ELL Interim Assessments, NYSESLAT) and student work will be reviewed at least twice a year by administration, ESL and classroom teachers and Staff Developers to assess ELL student progress • Classroom visits by Administration to assess implementation of strategies and instructional practices with ELL population will take place at least 4 times per year • Articulation between classroom and ESL teachers will facilitate instruction • Push in ESL teachers will assist classroom teachers in implementing strategies • Title III After school program will provide additional assistance to students and will utilize a co-teaching model consisting of a general education teacher and an ESL licensed teacher
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Children’s First Network Support is utilized for CFN funding. • Full time Literacy and Math Staff Developers are funded through multiple funding sources including Title I SWP, TI FSF, TI ARRA and Contract for Excellence • ESL Teachers funded through TL FSF • Instructional materials utilize multiple funded sources including Title I SWP, Title III, TL
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Assessment Binders of ELL data to be maintained by Administration and ESL Teachers for periodic review of student progress across the year • Portfolios of ELL student work to be evaluated for progress by classroom teachers with input from ESL teachers at least twice a year • Lesson plans indicating ESL strategies and/or techniques to be maintained by teachers and reviewed at least 3 times per year by administration • Documentation of instructional implementation from classroom visits (at least 3 times per year) to be maintained by administration • Conferencing logs, utilized to document ELL progress, to be maintained and reviewed by classroom teachers with input from ESL teachers and Staff Developers throughout the year • NYSESLAT scores will be reviewed by classroom and ESL teachers at least 1x/year to assess improvement in reading/writing and/or listening/speaking as well as areas of need

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal # 5: To strengthen home-school communication and parent participation in student learning.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will provide feedback to students and parents on students’ progress and opportunities for support quarterly. • Utilize <i>Auto-Dialer</i> and special announcements feature on the school phone to advertise Workshops for parents • Provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops presented by the Parent Coordinator, Literacy and Math Staff Developers, Science, Art, and Technology teachers. • Provide parents with material and resources for supporting their children at school and at home • Parent Coordinator will invite parents to visit and utilize the Parent Resource Center • Parent training sessions facilitated by Parent Coordinator and Technology Teacher in ARIS Parent Link • Provide translators in our dominant language areas of Chinese and Spanish at meetings, workshops, training sessions • Translate and/or place translation stamp on all material sent home to parents • Provide opportunities for staff and parents to meet at least 5x per year

	<ul style="list-style-type: none"> • Parent letters, including specific information related to individual student goals, will be distributed every other month with suggestions for support and/or enrichment. • A school wide web site will be created and be updated by teachers quarterly to include special events and class news.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I SWP is utilized to provide staff with per session opportunities as needed. • Full time Literacy and Math Staff Developers are funded through multiple funding sources including Title I SWP, TI FSF, TI ARRA and Contract for Excellence • Our technology teacher is funded through Title IIA and TL FSF resources • Instructional materials utilize multiple funded sources including Title I SWP, Title III, TL • A full time Parent Coordinator is funded through TL Parent Coordinator monies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Sign-in sheets from all meetings, workshops and/or training sessions to be maintained by Administration and Parent Coordinator as evidence of participation in school-based parent activities • Agendas for all meetings, workshops, training to be maintained by Administration and Parent Coordinator to document areas of parent interest and/or concern that is addressed at the school level • Sign-in sheets for parent-teacher meetings to be utilized to assess parent participation in twice yearly opportunities for specifically scheduled school-home conversation regarding student progress and avenues for parent involvement in student learning • Documentation of parents signing onto ARIS Parent Link is provided to the schools via online reporting tools. Numbers will be reviewed to determine need for additional parent outreach and training in the use of ARIS • Sign-out book from the Parent Resource Center to be used to document parent involvement in utilizing resources specifically provided to assist them with understanding school curriculum and working with their children at home • Periodic assessment of our school's website to determine frequency of use by staff

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	2	N/A	N/A	3	0	0	0
1	39	32	N/A	N/A	5	0	0	2
2	43	38	N/A	N/A	8	0	0	0
3	31	27	N/A	N/A	6	0	0	1
4	28	28	75	0	7	0	0	0
5	19	19	0	0	7	0	0	0
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ol style="list-style-type: none"> 1. Daily in-class small group and/or 1:1 instruction using differentiated material during the Literacy Block and Writers workshop. 2. Small group instruction, during Extended Day (2x/week) using <i>Kaplan Keys</i> Literacy program 3. Small group instruction, during school day using the <i>Great Leaps</i> and <i>Voyager</i> programs 4. Small group test prep instruction, after school, 2x/week, 3 hours/week (depending on budgetary constraints). 5. After school ESL small group instruction (10-12 weeks, 3hours/week)
Mathematics:	<ol style="list-style-type: none"> 1. Daily small group and/or 1:1 during school day using the <i>Coach Math</i> program. 2. Small group intensive instruction daily using the <i>Everyday Math</i> program’s additional material 3. Small group instruction, 2x/week during Extended Day, <i>Kaplan Keys</i> Math program 4. <i>First in Math</i> Program 5. Test prep small group instruction after school 2x/wk, 3 hours/week. (depending on budgetary constraints)
Science:	<ol style="list-style-type: none"> 1. Grade 4 students work with our Science Cluster teacher for two periods per week as this is the grade that is tested within our PK-5 school. 2. Grade 3 students are provided with two periods of Science per week
At-risk Services Provided by the Guidance Counselor:	<ol style="list-style-type: none"> 1. Small group at-risk counseling during school day, daily 2. “Magic Circle” sessions in classrooms with differentiated material as per student need, weekly 3. Violence prevention program in school 4. Character Education instruction, monthly for all students
At-risk Services Provided by the School Psychologist:	<ol style="list-style-type: none"> 1. The School Psychologist is in our building 2 days per week and her caseload precludes her from having time to conduct intervention services
At-risk Services Provided by the Social Worker:	<ol style="list-style-type: none"> 1. The Social Worker is in our building 2 day per week and her caseload precludes her from having time to conduct intervention services

At-risk Health-related Services:	Our Speech teacher, OT and PT service providers meet with students who are at risk for receiving these services. They provide interventions for the staff to implement with the students as well as provide direct service to these students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- ✿ There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 57 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

In addition to our (CR Part 154) ESL program, we provide an After-School Title III ESL program providing supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 25 students participate in the program and are in grades 2-5. Our After-School classes meet for 14 weeks. The classes meet twice weekly for a total of three hours per week. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math two areas of ELL need as indicated by 2010 NYSELAT and NYS test results and teacher review of student work.

The classes are co-taught in English by 2 teachers: 1 licensed ESL Teacher and 2 licensed Common Branch teacher experienced in providing ESL instruction and familiar with program materials. They utilize a Team Teaching approach that brings together ESL strategies, techniques and methodology with a Standards-based Literacy and Math specific curriculum. Chinese and Spanish are the dominant languages of ELLs in our school however the program is conducted in English.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff development is provided through grade conferences, faculty conferences and small group and/or 1:1 meetings depending on need. ESL teachers provide staff development for classroom and cluster staff. In-house Staff Developers provide Title III and classroom teachers with training in correlating the Balanced Literacy and Math curriculum with ESL strategies and methodology. ESL strategies are also correlated with our science, social studies and art programs through grade and faculty conferences. Several days have been set aside for per diem coverage of classroom teachers and/or other staff responsible for ELL instruction and services to attend conferences, training and/or inter-visitations to better understand and implement effective instructional strategies. Staff is also provided with professional development books and Internet resource sites. Teachers receive training to utilize technology (i.e. Interactive Whiteboards, laptops, audio-visual modalities) to enhance ESL instruction. ESL Teachers attend CFN Network Meetings once a month. Classroom teachers in grades K-5 receive professional development from our CFN ESL support staff building ELL comprehension and vocabulary for students.

FOR LAP NARRATIVE SEE PAGES 45-49

Form TIII – A (1)(b)

School: 25Q214 BEDS Code: 342500010214

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$7,618		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$ 6286-teachers <u>1331-supervisor</u> \$7617	126 hours x \$49.89= \$6286 (3 hours per week for 14 weeks for 3 teachers to provide instruction for ELLs) <u>25.5 hours x 1 x \$52.19 = \$1331</u> (25.5 hours for 1 Supervisor to oversee the after school program)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$0	Material and supplies to include (but not limited to) instruction-related items such as multi-lingual books, NSYESLAT practice books, fiction and non-fiction books, writing tools, paper, notebooks, software, manipulatives, audio-visual aides, art supplies
Educational Software (Object Code 199)		
Travel		
Other	\$0	Admission costs for Title III trips
TOTAL	\$7617	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

HLIS, ATS, and OTELE forms are analyzed; survey of parent workshop attendance and conferences for language indications. Discussions with staff, PTA Executive Board and Parent Coordinator to ascertain and assess prominent language groups and their needs. The School's Demographic Report is also reviewed for information and trends.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found that over 72% of our parents speak and/or read a language other than English. The dominant languages are Chinese, Spanish and Korean in that order. This information was presented at SLT and PTA General meetings via Principal's Report.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Documents such as school reports, school-wide events, flyer/memos/ Parent Handbook etc. will be translated in the dominant languages by in-house staff and/or parent volunteers and . DOE Translation Service as are utilized as needed. Where applicable, a translation stamp will be used on all other documents. Everyday Math Parent letters at the end of each math unit are provided by our Everyday Math program in many translated languages. The DOE Discipline Code is sent home in each respective languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to utilize the oral language skills of staff members and/or parent volunteers who are proficient in Chinese, Spanish or Korean to translate information at various school activities, events, workshops such as at PTA meetings, Parent/Teacher Conferences and Literacy and Math Parent Workshops.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We plan to notify parents of their rights regarding available translation services by providing instructions on obtaining these services via our Parent Coordinator, School Newsletter and other documents, such as formal letters to the home, that have been translated or utilize the translation stamp as a translation reminder. In addition, various postings advertise our available translation service.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$257, 548	\$13,177	\$270,725
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2575		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$133	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,877		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$0	
6. Enter the anticipated 10% set-aside for Professional Development:	\$25,754		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,317	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

****SEE Attached Page 43****

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**** SEE ATTACHED Page 44****

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

*** SEE PAGES 7-9***

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

PS 214Q provides a variety of services to meet the instructional needs of all students. These services include Extended Day, after school academic programs, At-Risk services which include At-Risk Speech, SETSS, Guidance, OT, as well as our IEP Teacher who services students in grades K through 2 and Title III after-school classes for ELLs. Our Literacy and Math Staff Developers provide remediation to students in our lowest third in grades 3 through 5. Our Literacy Para services students in grades K through 3 and utilizes the *Voyager* Program. Our enrichment opportunities include: *Exemplars*, *Brain Teasers*, *Game24* and *First in Math*, *Quill Awards*.

3. Instruction by highly qualified staff.

Only licensed certified teachers will be hired. New applicants must demonstrate excellent command of instructional pedagogy and perform lessons with children as part of an interview process to judge their command of concepts, instructional philosophy, knowledge of strategies and rapport with students. All teachers are required to participate in ongoing professional development training on a regular basis; Targeted teachers also attend CFN workshops and Teachers' College Calendar Days for specific training and turn key information to the rest of the staff. Our Literacy and Math Staff Developers will continue to go for training at Network meetings. Their training will be turn-keyed to our staff during the course of the school year.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Careful attention to Federal, State, City and District guidelines in conjunction with assessment of student needs help us shape a rigorous professional development program. Our CFN provides the administration with ongoing professional meetings in designing effective instruction and provides in-house support through evaluative walkthroughs. They also provide additional professional development to staff members at the request of the administration. Other professional development supports include in house literacy lab sites, inter and intra visitations, staff turn keying of workshops and conferences attended outside of school. In house staff development is also provided by our Literacy and Math Staff Developers. Cabinet meetings consisting of the Principal, Assistant Principal, Literacy and Math Staff Developers are scheduled on a weekly basis to formulate appropriate and meaningful professional development activities based on demonstrated needs and articulation with staff members. The Principal attends Network meetings for PD as well as the *Principal ESL* and *Reading Comprehension Study Groups* as well as other City-wide PD as provided.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

P.S. 214Q is dedicated to increasing parent participation in all aspects of our school life. We provide translation services for meetings and workshops, continue to utilize the expertise of our Parent Coordinator to strengthen our partnership with our parents, provide differentiated literacy/math workshops to introduce and/or reinforce parent understanding of school-wide initiatives and how to assist their children at home. We also plan to build the Parent Coordinator lending library with a focus on material to support parent

awareness and assistance for their children. Parents will continue to be invited to participate in school activities and functions such as the SLT, PTA, participation in school trips, etc.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P.S. 214Q provides orientation sessions for all incoming pre-school children and their parents regardless of which program they attended before enrolling in our school (if any). We have two fulltime Pre-K classes. The Pre-K teachers are an integral part of our staff and participate in all professional development. Ongoing articulation is conducted between the Pre-K and Kindergarten teachers, Staff Developers and Administrators. Teachers and students utilize the *Letter People* literacy program and *Everyday Math* curriculum daily. A social worker serves our Pre-K working with both pre-K students and their families. Our Pre-K parents are invited to attend workshops to help them improve parenting skills, their knowledge of literacy, mathematics and other content areas. Monthly Parent Workshops are facilitated by our Parent Coordinator with activities and presentations by various staff members to acquaint the children and families with social and emotional transitioning from school to school or home to school. Activities are planned to provide insight into varied curriculum areas, health and administrative items. Our Parent Coordinator is our very active liaison between the parents and the school providing and/or facilitating workshops and enlisting Pre-K parent support and involvement in school activities and functions. In addition, Pre-K parents are regular participants in the Pre-K classrooms and articulate with the Pre-K teachers on a regular basis.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Grade and faculty meetings are held for staff members to discuss assessments and assessment tools. Classroom teachers work together and with support personnel to analyze and assess student work to determine strengths and weaknesses. Discussions are held to determine appropriate tools and programs to address weaknesses. Teacher/student generated rubrics (reading, writing and math) are utilized to assess student achievement. *Running Records*, a school-wide reading assessment program is the main reading assessment program used to instruct and meet each child's needs. Teachers are encouraged through professional development sessions to utilize informal and formal assessment tests (such as Running Records, TC Assessment Pro, *Everyday Math* Unit Assessment Tests ELA, NYS Math, NYSESLAT, and Periodic/ITA Assessments) to guide their teaching. *NYSStarts* and *ARIS* will continue to provide individual, class and grade general and disaggregated data. All staff is trained in the new *Acuity* data system. Staff members will be invited to apply for and be participants in data analysis and related curriculum implementation through school-based *Inquiry Team* activities.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Classroom teachers consistently utilize formal and informal data to guide instruction. In addition, various support staff members are involved in PPT (Pupil Personnel Team) meetings to address concerns classroom teachers have in meeting individual needs. The IEP, SETSS, ESL and Speech teachers along with our Guidance Counselor and Literacy and Math Staff Developers meet on a monthly basis to assess programs, student progress and evaluate data to set up future plans of action. The ESL teachers utilize LAB-R and NYSESLAT scores to provide differentiated instruction for our ELLs. We provide after school Academic Intervention Services, an IEP teacher for all students. We also provide 1:1 tutoring by paraprofessionals and student teachers from Queens College.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our Guidance Counselor provides on-going training programs in violence prevention as well child abuse and neglect for our staff and parents. She will continue to conduct Peer Mediator training for our students in grades 3-5. *Respect for All*, an anti-bullying program, will continue in our school this year. Our Physical Education teacher has been trained in Health issues including the mandated Bloodborne Pathogens, Hazardous Materials and HIV/AIDS. He provides an ongoing health program to our students in grades K-5 and provides workshops for our staff and parents.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (P)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (P) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			\$ 257,548	<input checked="" type="checkbox"/>	12, 13, 16, 17, 19, 21
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			\$ 13,177	<input checked="" type="checkbox"/>	12, 13, 16, 17, 19, 21
Title II, Part A	Federal	<input checked="" type="checkbox"/>			\$ 24,056	<input checked="" type="checkbox"/>	21
Title III, Part A	Federal	<input checked="" type="checkbox"/>			\$ 7,639	<input checked="" type="checkbox"/>	12, 13, 16, 17, 19, 21
Title IV	Federal		<input checked="" type="checkbox"/>		\$ 0		
IDEA	Federal	<input checked="" type="checkbox"/>			\$ 6,831	<input checked="" type="checkbox"/>	21
Tax Levy	Local	<input checked="" type="checkbox"/>			\$2, 441,671	<input checked="" type="checkbox"/>	12, 13, 16, 17, 19, 21

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

NONE

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

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)



Cadwallader Colden School
P.S. 214, Queens
31-15 140th Street
Flushing, NY 11354
(718) 461-4055

Denise Fuccillo
Principal

PARENT INVOLVEMENT POLICY

To promote parent involvement among families, our school and community in order to positively affect the educational outcome of all students, P.S. 214Q will:

1. Support parents in their role as their child's first teacher through workshops and experiential activities.
2. Assist our parents in establishing an association of parents that will convene regularly to discuss educational policies and practices.
3. Support parent associations with technical assistance through regularly scheduled professional development in order to help parents comply with the Chancellor's Regulations.
4. Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments.
5. Empower parents in their key role as partners in the decision-making process of educational policies and practices.
6. Provide structured activities and workshops which promote the home/ school/ community partnership.
7. Nurture the spirit of each parent as the most important individual that will develop, guide and inspire greatness in the life of each and every child.
8. Share information in a timely manner about the school's Title I program and types of services provided.
9. Inform parents of their right to be involved in school programs and offer parents opportunities to make suggestions for parent involvement.
10. Develop ways of increasing accessibility for participation of parents by improving communication with parents challenged with language barriers.



Cadwallader Colden School
P.S. 214, Queens
31-15 140th Street
Flushing, NY 11354
(718) 461-4055

Denise Fuccillo
Principal

P.S. 214Q TITLE I SCHOOL-PARENT COMPACT

Parents and teachers want to communicate effectively, consistently work together as a team, maintain a focus on student achievement, and seek success for all. Therefore...

The School Agrees:

- ✓ To provide a safe learning environment.
- ✓ To provide parents with timely information about all programs.
- ✓ To provide an excellent curriculum and instructional programs.
- ✓ To provide performance profiles and individual student assessment results for each child.
- ✓ To provide opportunities for communication between parents and teachers through:
 - Semi-annual Parent/Teacher Conferences
 - Reports and letters to parents
 - Informal meetings with teachers
- ✓ To provide Parent Workshops to support parents in their efforts to help their children succeed.

The Parent/Guardian Agrees:

- ✓ To support the P.S. 214 School Code of Behavior.
- ✓ To share the responsibility for improving student achievement.
- ✓ To monitor their child/children's homework and attendance.
- ✓ To communicate with their child/children's teachers concerning their educational progress or needs.

Parent Signature _____ Date _____

Child/Children's Name(s) _____ Class(es) _____

OCTOBER , 2010

LAP NARRATIVE

2010-2011

The P.S. 214Q school community consists of 422 students, of whom at least 72 % are bilingual. As a result, our staff is aware and sensitive to the needs of our ELL population. We work together to support and to ensure that the ELL students are made to feel welcomed and comfortable within our learning community. Our instructional staff including classroom, cluster, specialty teachers, and paraprofessionals is informed and knowledgeable about the specific services and instruction that ELL students are mandated to receive. To maximize English language acquisition for ELL students, the ESL and classroom teachers conduct ongoing articulation and work rigorously to scaffold instruction in all content areas to meet the needs of the ELL students.

Our LAP Team consists of the Principal, Assistant Principal, two ESL Teachers, Literacy Staff Developer, Math Staff Developer, Guidance Counselor and Parent Coordinator. Our Team discusses, formulates, reviews and supports programs, materials and instruction pertaining to our ELL population and facilitates ESL professional development activities for our staff.

P.S. 214Q has a freestanding ESL program incorporating a push in/pullout model for grades K-5. Approximately 18% of our ELL students speak Spanish, and another 44% of our ELL population speaks Chinese. Korean speaking students comprise 4% of our ELL population, while the remaining students speak Albanian, Vietnamese, Burmese, Farsi, Hindi, Japanese, Polish, Croatian, Sindhi, and Urdu. Home language data is written onto the students' blue cards and is placed into ATS. This data is accessible for documentation and review of our school and community home language status.

The program is serviced by two fulltime, ESL licensed teachers who are New York State and New York City certified. Both ESL teachers possess Master of Arts degrees in TESOL (Teaching English to Speakers of Other Languages). All license and certification documentation is on file in the school's main office. The ESL teachers service fifty-seven students. ELLs are brought together for small group English instruction. Typical groups consist of 8-14 students. The ELL students are grouped according to their grade and proficiency level, as per their Spring NYSESLAT or LAB-R scores. Our Beginner and Intermediate level ELL students receive 360 minutes of instruction per week, while our Advanced level ELL students receive 180 minutes of instruction per week. Grade 3, 4, and 5 Newcomer students receive four extra periods of survival English during Extended Morning to help them acquire social and academic language.

The ESL teachers' method of instruction assists the ELL students, regardless of their proficiency level, to quickly and comfortably assimilate and transition into the academic and social community of P.S. 214. ESL instruction is designed to align curriculum and instruction with the NYS and NYC Standards in math and literacy

The ESL teachers provide the ELL students with academic instruction in all core content areas using ESL methodologies while incorporating a Balanced Literacy approach to their teaching. The workshop model, coupled with different TESOL techniques, such as

TPR (Total Physical Response), repetition, choral speaking, puppetry, storytelling, modeling, music, visual aids, language masters, and hands-on activities are used to support second language acquisition. Student assessment is a key component of our ESL program as it drives differentiated instruction as applicable to student needs.

In the fall, a Parent Orientation meeting was held for the parents of our ELLs. As usual, we provided translators. At this meeting, information was provided regarding three possible program options: freestanding, transitional bilingual and dual language. The *Parent Surveys* and *Program Selections Forms* were given out and discussed at length so that the parents fully understood their choices. These letters were sent home for those parents not in attendance. Parents were given two weeks to inform the school of their choice. A second letter was sent if no choice had been indicated within the allotted time. By November, the results were tabulated. The results of the *Parent Surveys* and *Program Selection Forms* indicated that our parents had once again requested ESL as their first and only program choice. These forms are kept in the child's permanent record folder.

Parents are a critical component of our school community. At the fall Orientation as well as at throughout the school year, our ESL teachers inform parents about their children's academic instruction, school, classroom and program policies and student progress. Our parents are given the opportunity to learn about our ESL program, curriculum, and methods of instruction. They are kept informed through letters, workshops and conferences. During Parent Teacher Conferences the *Everyday Math* family letter that introduces every unit in math is distributed in translated forms. All printed material that goes home has a translation stamp that indicates its importance or is translated directly into the home language.

In addition to our (CR Part 154) ESL program, we provide an After-School Title III ESL program providing supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 25 students participate in the program and are in grades 2-5. Our After-School classes meet for 14 weeks. The classes meet twice weekly for a total of three hours per week. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math; two areas of ELL need as indicated by 2010 NYSELAT and NYS test results and teacher review of student work.

The classes are co-taught in English by 2 teachers: 1 licensed ESL Teacher and 2 licensed Common Branch teacher experienced in providing ESL instruction and familiar with program materials. They utilize a Team Teaching approach that brings together ESL strategies, techniques and methodology with a Standards-based Literacy and Math specific curriculum. Chinese and Spanish are the dominant languages of ELLs in our school however the program is conducted in English.

The administration, classroom teachers and Parent Coordinator collaborate with the ESL teachers to ensure that parents are welcomed, informed, and involved in their child's education. To this end, the Parent Coordinator facilitates parent workshops given by the Math and Literacy Staff Developers and Technology and Science Specialists during the school day as well as after school.

Ongoing ESL professional development for all staff members is incorporated into and provided through faculty conferences, grade conferences, and meetings with our CFN ESL Staff Developers, Teachers College consultants, inter-visitations and City-wide meetings. All ESL and classroom teachers scaffold strategies, academic language and complex content to support students' participation in different content areas.

All aspects of CR-Part 154 have been analyzed and addressed, and the regulations are being met. The needs of the special education ELL students are reviewed and implemented according to their IEPs. In-house support services such as guidance, SETTS, Speech, OT and PT are provide to our ELLs as needed.

Our school provides ESL instruction through a pull-out and push-in model as aligned with specific student needs and scheduling logistics. The instructional program implemented in our school ensures language development and continuity by combining the workshop model, thematic units, music, and creative arts through the components of a Balanced Literacy model. Bilingual libraries are available in the ESL and mainstream classrooms to support the native languages of all students especially the Newcomers. Bilingual picture dictionaries, different leveled thesauruses, the Scott Foresman ESL series, leveled libraries in different genres, word /picture charts, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ESL classroom instruction. Math glossaries are also provided in various languages. Our additional ESL program which is scheduled after school helps to meet the needs of the ELL Newcomers and other students. Currently, our school does not have any SIFE students. However, if we had SIFE students, they would receive the same services offered to the Newcomer students (or as appropriate to their individual needs). We assess all of our ELL students and Newcomers to help determine their academic levels. This information guides specific instructional strategies and methods of instruction. Depending on student needs and strengths, ELLs are given differentiated class work. They are provided with a peer to help them assimilate into their school environment. ELL students who are approaching proficiency level are also receiving AIS and before-school support. As noted above, we arrange time for the ESL teachers to articulate with, and provide the classroom teachers with support for their ELL students including long-term and transitional ELL students. We are also giving testing modifications to former ELLs as per the Board of Regents approved policy dated September 15, 2008. These students are provided with Time Extension, Third Reading of Listening Selection (ELA), Bilingual Dictionaries and Glossaries, and Simultaneous Use of English and Alternative Language Editions of State examinations. We presently have eleven Newcomer ELLs in the program that are exempt from the ELA State exam. However they will be taking all other State exams such as Science and Mathematics.

Educational programs utilized throughout our school also help the ELL students to develop critical thinking skills, problem -solving strategies and to communicate proficiently in English. The *Everyday Math* program is used in grades K through 5. Math lessons implemented in the ESL classrooms are based on the programs' objectives and goals. Teachers address ELL students' needs by using vocabulary enrichment activities and focusing on teaching math concepts in a diversified number of ways. After analyzing recent test data scores, the results indicated that the majority of the ELL students reached across grade and proficiency levels in Math and Science. The trends reflected were in line with research on second language acquisition. Newcomers and beginner level students were able to acquire listening comprehension skills initially. As students transitioned to intermediate and advanced levels, they became more proficient in their listening and speaking skills. Early Childhood Assessment scores show a pattern of positive growth across the levels

reflecting English language proficiency and grade levels. Students who did not master benchmark activities tended to score at the Beginning levels of ESL proficiency. This drives our instructional decisions to provide these students with foundation language in the four main modalities, concept vocabulary strategies and basic experience- building activities through the utilization of BICS-based language materials and techniques. Students who mastered benchmark activities scored at the Intermediate or Advanced levels of proficiency. This pattern drives our instructional programs to include higher level critical thinking strategies and build on “juicy sentences” to increase academic vocabulary- CALPS. Content and academic language is modeled and fostered in the classrooms. Teachers strive to create a challenging setting where instruction is scaffolded to meet the ELL students’ language needs and level. Lessons are planned and delivered using different modalities to maximize learning. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are Accountable Talk, Read Alouds, Shared Reading, the use of leveled libraries, and listening and writing centers. ELL students are given opportunities to utilize our state-of-the art science lab. In addition, they are scheduled to receive technology instruction utilizing our fully equipped computer lab and their classroom computers. Various kinds of software and online internet access are available to improve literacy, writing, and research skills. Computer programs such as *First in Math* provide our ELLs with excellent opportunities for differentiated learning both in school and at home where parents are encourage to work along side their children.

At P.S. 214, we believe in the importance of parents, students and staff working together to educate and nurture each individual student so he or she can reach his or her full potential socially, emotionally and academically. We are confident that our programs support and meet the need of our ELL population.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 214 Cadwallader Colden					
District:	25	DBN:	25Q214	School		342500010214

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		95.2	95.7	95.7
Kindergarten	60	56	46				
Grade 1	82	61	55	Student Stability - % of Enrollment:			
Grade 2	63	72	55	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	51	62	68		89.8	93.5	94.3
Grade 4	68	80	77				
Grade 5	61	67	84	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		67.5	86.8	85.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	5	7
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	421	434	422	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	18	15

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	9	10	6	Principal Suspensions	11	9	0
# in Collaborative Team Teaching (CTT) Classes	16	17	18	Superintendent Suspensions	0	0	0
Number all others	30	25	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	31	32	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	4
# receiving ESL services only	64	66	TBD				
# ELLs with IEPs	0	9	TBD	Number of Educational Paraprofessionals	3	3	5

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	87.1	84.4	84.4
				% more than 5 years teaching anywhere	71.0	68.8	81.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	97.0	93.8
American Indian or Alaska Native	0.2	0.2	0.5	% core classes taught by "highly qualified" teachers	90.3	98.4	97.9
Black or African American	9.5	8.1	6.9				
Hispanic or Latino	28.3	27.4	28.7				
Asian or Native Hawaiian/Other Pacific	51.5	54.8	57.8				
White	10.2	7.6	5.9				
Male	50.1	49.3	47.9				
Female	49.9	50.7	52.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category			
	In Good		v	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year						
	Corrective Action (CA) – Year						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2.04- Diane Foley	District 25	School Number 214	School Name Cadwallader Colden
Principal Denise Fuccillo		Assistant Principal	
Coach Mirella Rizzo		Coach Jane Goodman	
Teacher/Subject Area Rose Ruffus, ESL 3-5		Guidance Counselor Lisa Glickman	
Teacher/Subject Area Gina Murad, ESL K-2		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Donna Pelle	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

Please 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 ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	422	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	13.51%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In the fall, a Parent Orientation meeting was held for the parents of our ELLs. As usual, we provided translators. At this meeting, information was provided regarding three possible program options: freestanding, transitional bilingual and dual language. The Parent Surveys and Program Selections Forms were given out and discussed at length so that the parents fully understood their choices. These letters were sent home for those parents not in attendance. Parents were given two weeks to inform the school of their choice. A second letter was sent if no choice had been indicated within the allotted time. By November, the results were tabulated. The results of the Parent Surveys and Program Selection Forms indicated that our parents had once again requested ESL as their first and only program choice. These forms are kept in the child's permanent record folder.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6● 7● 8● 9● 10● 11● 12●

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	13	7	4	6	17	10								57
Total	13	7	4	6	17	10	0	0	0	0	0	0	0	57

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	51
Special Education	1		

SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	
------	--	----------------------------------	---	-------------------------------	--

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	51		1	6						57
Total	51	0	1	6	0	0	0	0	0	57

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5		1	1	4	2								13
Chinese	7	7	2	5	13	7								41
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean			1			1								2
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	13	7	4	6	17	10	0	57						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

P.S. 214Q has a freestanding ESL program incorporating a push in/pullout model for grades K-5. The program is serviced by two fulltime, ESL licensed teachers who are New York State and New York City certified. Both ESL teachers possess Master of Arts degrees in TESOL. ELLs are brought together for small group English instruction. Typical groups consist of 8-14 students. The ELL students are grouped according to their grade and proficiency level, as per their NYSESLAT or LAB-R scores. Our Beginner and Intermediate level ELL students receive 360 minutes of instruction per week, while our Advanced level ELL students receive 180 minutes of instruction per week. Grade 3, 4, and 5 Newcomer students receive four extra periods of survival English during Extended Morning to help them acquire social and academic language. The ESL teachers' method of instruction assists the ELL students, regardless of their proficiency level, to quickly and comfortably assimilate and transition into the academic and social community of P.S. 214. ESL instruction is designed to align curriculum and instruction with the NYS and NYC Standards in math and literacy.

All aspects of CR-Part 154 have been analyzed and addressed, and the regulations are being met. The needs of the special education ELL students are reviewed and implemented according to their IEPs. In-house support services such as guidance, SETTS, Speech, OT and PT are provide to our ELLs as needed. Currently, our school does not have any SIFE students. However, if we had SIFE students, they would receive the same services offered to the Newcomer students (or as appropriate to their individual needs). We assess all of our ELL students and Newcomers to help determine their academic levels. This information guides specific instructional strategies and methods of instruction. Depending on student needs and strengths, ELLs are given differentiated class work. They are provided with a peer to help them assimilate into their school environment. ELL students who are approaching proficiency level are also receiving AIS and before-school support. As noted above, we arrange time for the ESL teachers to articulate with, and provide the classroom teachers with support for their ELL students including long-term and transitional ELL students. We are also giving testing modifications to former ELLs as per the Board of Regents approved policy dated September 15, 2008. These students are provided with Time Extension, Third Reading of Listening Selection (ELA), Bilingual Dictionaries and Glossaries, and Simultaneous Use of English and Alternative Language Editions of State examinations. We presently have eleven Newcomer ELLs in the program that are exempt from the ELA State exam. However they will be taking all other State exams such as Science and Mathematics.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ESL instruction is designed to align curriculum and instruction with the NYS and NYC Standards in math and literacy. The ESL teachers provide the ELL students with academic instruction in all core content areas using ESL methodologies while incorporating a Balanced Literacy approach to their teaching. The workshop model, coupled with different TESOL techniques, such as TPR (Total Physical Response), repetition, choral speaking, puppetry, storytelling, modeling, music, visual aids, language masters, and hands-on activities are used to support second language acquisition. Student assessment is a key component of our ESL program as it drives differentiated instruction as applicable to student needs. In addition to our (CR Part 154) ESL program, we provide an After-School Title III ESL program providing supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 25 students participate in the program and are in grades 2-5. Our After-School classes meet for 14 weeks. The classes meet twice weekly for a total of three hours per week. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math; two areas of ELL need as indicated by 2010 NYSELAT and NYS test results and teacher review of student work. The classes are co-taught in English by 2 teachers. They utilize a Team Teaching approach that brings together ESL strategies, techniques and methodology with a Standards-based Literacy and Math specific curriculum. Bilingual libraries are available in the ESL and mainstream classrooms to support the native languages of all students especially the Newcomers. Bilingual picture dictionaries, different leveled thesauruses, the Scott Foresman ESL series, leveled libraries in different genres, word /picture charts, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ESL classroom instruction. Math glossaries are also provided in various languages. Bilingual libraries are available in the ESL and mainstream classrooms to support the native languages of all students especially the Newcomers. Bilingual picture dictionaries, different leveled thesauruses, the Scott Foresman ESL series, leveled libraries in different genres, word /picture charts, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ESL classroom instruction. Math glossaries are also provided in various languages.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Ongoing ESL professional development for all staff members is incorporated into and provided through faculty conferences, grade conferences, and meetings with our CFN ESL Staff Developers, Teachers College consultants, inter-visitations and City-wide meetings. All ESL and classroom teachers scaffold strategies, academic language and complex content to support students' participation in different content areas.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are a critical component of our school community. At the fall Orientation as well as at throughout the school year, our ESL teachers inform parents about their children's academic instruction, school, classroom and program polices and student progress. Our parents are given the opportunity to learn about our ESL program, curriculum, and methods of instruction. They are kept informed through letters, workshops and conferences. During Parent Teacher Conferences the Everyday Math family letter that introduces every unit in math is distributed in translated forms. All printed material that goes home has a translation stamp that indicates its importance or is translated directly into the home language.

The administration, classroom teachers and Parent Coordinator collaborate with the ESL teachers to ensure that parents are welcomed, informed, and involved in their child's education. To this end, the Parent Coordinator facilitates parent workshops given by the Math and Literacy Staff Developers and Technology and Science Specialists during the school day as well as after school.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	5	4	2	7	6								31
Intermediate(I)	2	2		1	2	2								9
Advanced (A)	4			3	8	2								17
Total	13	7	4	6	17	10	0	0	0	0	0	0	0	57

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	1	0	0	2							
	I	1	3	0	2	2	3							
	A	1	1	2	0	3	1							
	P	0	8	2	8	9	7							
READING/ WRITING	B	2	4	3	1	0	4							

	I	0	3	1	1	2	2							
	A	0	0	0	3	3	1							
	P	0	6	1	5	9	6							

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3	2		6		2		10
4			4		2		6
5	1		3		1		5
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	5	1	5	2	2	0	15
4	0	1	3	2	2	0	0	4	12
5	0	0	0	0	0	3	1	2	6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4				1		2		2	5
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5						1			1
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Educational programs utilized throughout our school also help the ELL students to develop critical thinking skills, problem -solving strategies and to communicate proficiently in English. The Everyday Math program is used in grades K through 5. Math lessons implemented in the ESL classrooms are based on the programs’ objectives and goals. Teachers address ELL students’ needs by using vocabulary enrichment activities and focusing on teaching math concepts in a diversified number of ways. After analyzing recent test data scores, the results indicated that the majority of the ELL students reached across grade and proficiency levels in Math and Science. The trends reflected were in line with research on second language acquisition. Newcomers and beginner level students were able to acquire listening comprehension skills initially. As students transitioned to intermediate and advanced levels, they became more proficient in their listening and speaking skills. Early Childhood Assessment scores show a pattern of positive growth across the levels reflecting English language proficiency and grade levels. Students who did not master benchmark activities tended to score at the Beginning levels of ESL proficiency. This drives our instructional decisions to provide these students with foundation language in the four main modalities, concept vocabulary strategies and basic experience- building activities through the utilization of BICS-based language materials and techniques. Students who mastered benchmark activities scored at the Intermediate or Advanced levels of proficiency. This pattern drives our instructional programs to include higher level critical thinking strategies and build on “juicy sentences” to increase academic vocabulary- CALPS. Content and academic language is modeled and fostered in the classrooms. Teachers strive to create a challenging setting where instruction is scaffolded to meet the ELL students’ language needs and level. Lessons are planned and delivered using different modalities to maximize learning. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are Accountable Talk, Read Alouds, Shared Reading, the use of leveled libraries, and listening and writing centers. ELL students are given opportunities to utilize our state-of-the art science lab. In addition, they are scheduled to receive technology instruction utilizing our fully equipped computer lab and their classroom computers. Various kinds of software and online internet access are available to improve literacy, writing, and research skills. Computer programs such as First in Math provide our ELLs with excellent opportunities for differentiated learning both in school and at home where parents are encourage to work along side their children.

Additional Information

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

At P.S. 214, we believe in the importance of parents, students and staff working together to educate and nurture each individual student so he or she can reach his or her full potential socially, emotionally and academically. We are confident that our programs support and meet the need of our ELL population.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		10/29/10
	Coach		10/29/10
	Guidance Counselor		10/29/10
	Network Leader		10/29/10
	Other		