



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **THE CADWALLADER COLDEN SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **25/Q/214**

PRINCIPAL: **DENISE FUCCILLO** EMAIL: **DFUCCIL@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **DANIELLE DiMANGO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Denise Fuccillo	*Principal or Designee	
Helen Kim	*UFT Chapter Leader or Designee	
Kimberly Feliciano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Josh McPherson	Member/CSA	
Niki Nikoloulis	Member/UFT	
Jane Goodman	Member/UFT	
Margaret McCorey	Member/Parent	
Rosemary McCorey	Member/Parent	
Gail Rossman	Member/Parent	
Kelly Mena	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 70 % of our ELL students in Grades 2 through 5 will receive a level 3 on a school based writing rubric aligned to the Common Core Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

NYS ELA Results

ELA	Overall Performance All Students	# of Students Limited English Proficient Tested	Percentage of Level 3 or 4 for Students Limited English Proficient
2010-2011	64.2%	25	16%
2009-2010	55.3%	20	15%

ELA Summary:

According to our Aggregate performance our overall performance increased by 8.9% percent. The percentage of limited English proficient students who tested at Level 3 or 4 increased by 1%.

Our Progress Report Results for 2011 also indicate that for ELA only 37.5% of our Limited English Proficient students in Grades 4 and 5 performed at or above the 75th Growth Percentile. Although we had 14 students exempt from the state exam in 2011 they will be eligible to take it in the spring of 2012. In addition, our ELL population has increased from 13% in 2010-2011 to 15% in 2011 which is another indicator for making this a goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Our students, serviced by a licensed ESL teacher for their mandated ESL service, will be offered an after school program to hone their skills and build their knowledge of the English language. This after school program will be 14 weeks long for 1 ½ hours two times per week.

Our ESL teacher services a group of 10 students during our Extended Morning program consisting of only beginner ELLs. This program is focused on vocabulary and language development.

Our ESL teacher articulates and collaborates with classroom teachers and our literacy coach to provide continuity of instruction to our ELL students.

Our school wide curriculum maps reflect differentiated instruction and strategies for our ELL students.

Professional development will be provided by our Network ELL specialist and literacy coach focusing on strategies and best practices for ELL students.

ELL students will partake in an individualized diagnostic and instructional program called *I-Ready*. This program allows for students to work at their level and assists teachers in instructing students based on their specific needs. Students can access this program at home and at school.

Our teacher Inquiry Teams will examine ELL students' writing and share instructional implications and best practices.

The administration will collect samples of ELL student work and writing conference notes quarterly and provide feedback to teachers.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our Parent Coordinator coordinates workshops for parents in all subject areas including: technology, math, science, literacy, social studies and art. We have translators for the dominant languages in our school (Chinese, Korean and Spanish) at each workshop. In addition, we have parent workshops specific to parents of ELL students. These include but are not limited to orientation in September. Parents are provided information regarding their child's education in their native language when available or with a translation stamp.

Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean.

Teachers will provide feedback to students and parents, on students' progress and provide opportunities for support on a quarterly basis.

We utilize *Global Connect* and the special announcements feature on the school phone to advertise Workshops for parents

We provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops are presented by the Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.

We provide parents with material and resources for supporting their children at school and at home.

Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center. One of our parent training sessions facilitated by our Parent Coordinator and Technology Teacher focuses solely on AR/S Parent Link We provide opportunities for staff and parents to meet at least 5x per year. Parent letters, including specific information related to individual student goals, will be distributed with suggestions for support and/or enrichment. A school wide web site has been created and will be updated by teachers quarterly to include special events and class news. Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information. Our school works closely with our PTA and will provide workshops for parents from outside agencies i.e. NYC Fire Department during PTA meetings. We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently 100% of our P.S. 214 staff are considered to be highly qualified. P.S. 214 has an ongoing relationship with Queens College. They provide us with student teachers throughout the school year. Many of these teachers are later hired as substitute teachers and are considered for any available vacancies.

Any vacancies are advertised via our Open Market System and qualified teachers may apply accordingly.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 214Q provides orientation sessions for all incoming Pre-Kindergarten children and their parents. 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 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.

Our Guidance Counselor provides on-going training programs in violence prevention as well as 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 Guidance Counselor and Parent Coordinator also provide parents with contact information to outside agencies i.e. counseling, medical etc. as needed. 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.

Our school building houses three CBO's after school. They are *PAL* (Police Athletic League), *Little Sweet Genius* and *Talent and Learning*. *PAL* services 92 students from P.S. 214, *Little Sweet Genius* services 25 students from P.S. 214 and *Talent and Learning* services 60 students from P.S. 214. All three programs provide afterschool academic support in a variety of ways. The administration meets with all CBO supervisors regularly to discuss any issues and to collaborate on special events.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Children's First Network Support is utilized for CFN funding.
 - Full time Literacy Staff Developer is funded through multiple funding sources including Title I SWP, TI FSF Legacy Teacher Supplement
 - ESL Teacher funded through TL FSF
 - Instructional materials utilize multiple funded sources including Title I SWP, Title III, TL FSF
 - After School ESL Program is funded by Title III
 - Our Parent Coordinator is funded by TL Parent Coordinator funds
 - Technology Teacher funded through TL FSF and Title IIA Supplemental

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the percent of Special Education students in the 75th Growth Percentile or Higher will be at or above 55 % on the NYS ELA exam for students in Grades 3 through 5.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

NYS ELA results

ELA	Overall Performance All Students	# of Students with Disabilities Tested	Percentage of Level 3 or 4 for Students with Disabilities
2010-2011	64.2%	35	31%
2009-2010	55.3%	31	19%

ELA Summary:

According to our Aggregate performance our overall performance increased by 8.9% percent and the percentage of students with disabilities who tested at Level 3 or 4 increased by 12%. This also shows an increase in the number of students tested over the last three years.

Our Progress Report Results for 2011 also indicate that for ELA only 46.7% of our Self Contained/CTT/SETSS students in Grades 3, 4 and 5 performed at Proficiency (level 3 and 4).

In addition, our Special Education population has increased from 12% in 2010-2011 to 14% in 2011 including the addition of 2 CTT classes.

Due to budget restrictions over the last year we have decreased the number of classes in grades Kindergarten through 3 and increased the number of students in each class school wide. It is our hope to reduce class size in the future thus reducing the student-teacher ratio.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Our students are serviced by licensed, highly qualified teachers who differentiate instruction for all students. Students participate in a balanced literacy program which addresses the needs of the individual student.

Students will be offered an after school program to hone their skills in Literacy. This after school program will be 8 weeks long for 1 ½ hours, two times per week.

Professional development will be provided by our Network Special Education specialist and literacy coach focusing on strategies and best practices for students with disabilities.

All students with disabilities will partake in an individualized diagnostic and instructional program called *I-Ready*. This program allows for students to work at their level and assists teachers in instructing students based on their specific needs. Students can access this program at home and at school.

Teachers scaffold instruction for our students and differentiate based on their individual needs, for example, use of *Smartboard* technology and laptops.

Our teacher Inquiry Teams will examine students' writing and reading tasks. They will share instructional implications and best practices.

The administration will collect samples of student work, and reading and writing conference notes quarterly and provide feedback to teachers.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our Parent Coordinator coordinates workshops for parents in all subject areas including, technology, math, science, literacy, social studies and art. We have translators for the dominant languages in our school (Chinese, Korean and Spanish) at each workshop. In addition, we have parent workshops specific to parents of ELL students. These include but are not limited to orientation in September. Parents are provided information regarding their child's education in their native language when available or with a translation stamp. Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean. Teachers will provide feedback to students and parents on students' progress and provide opportunities for support on a quarterly basis. We utilize *Global Connect* and the special announcements feature on the school phone to advertise Workshops for parents.

We provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops presented by our Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.

We provide parents with material and resources for supporting their children at school and at home.

Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center

One of our parent training sessions facilitated by our Parent Coordinator and Technology Teacher focuses solely on *ARIS* Parent Link

We provide opportunities for staff and parents to meet at least 5x per year.

Parent letters, including specific information related to individual student goals, will be distributed with suggestions for support and/or enrichment.

A school wide web site has been created and will be updated by teachers quarterly to include special events and class news.

Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information.

Our school works closely with our PTA and will provide workshops for parents from outside agencies i.e. NYC Fire Department during PTA meetings.

We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently 100% of our P.S. 214 staff is considered to be highly qualified. P.S. 214 has an ongoing relationship with Queens College. They provide us with student teachers throughout the school year. Many of these teachers are later hired as substitute teachers and are considered for any available vacancies.

Any vacancies are advertised via our Open Market System and qualified teachers may apply accordingly.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 214Q provides orientation sessions for all incoming Pre-Kindergarten children and their parents. 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 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.

Our Guidance Counselor provides on-going training programs in violence prevention as well as 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 Guidance Counselor and Parent Coordinator also provide parents with contact information to outside agencies i.e. counseling, medical etc. as needed. 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.

Our school building houses three CBO's after school. They are *PAL* (Police Athletic League), *Little Sweet Genius* and *Talent and Learning*. *PAL* services 92 students from P.S. 214, *Little Sweet Genius* services 25 students from P.S. 214 and *Talent and Learning* services 60 students from P.S. 214. All three programs provide afterschool academic support in a variety of ways. The administration meets with all CBO supervisors regularly to discuss any issues and to collaborate on special events.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Children's First Network Support is utilized for CFN funding.
 - Full time Literacy Staff Developer is funded through multiple funding sources including Title I SWP, TI FSF Legacy Teacher Supplement
 - ESL Teacher funded through TL FSF
 - Technology Teacher funded through TL FSF and Title IIA Supplemental
 - Instructional materials utilize multiple funded sources including Title I SWP, TL FSF
 - Our Parent Coordinator is funded by TL Parent Coordinator funds
 - Technology Teacher funded through TL FSF and Title IIA Supplemental

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of classroom teachers will develop and implement at least one CCSS based performance task in math.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

NYS Math exam results:

Math	Overall Performance All Students	# of Students Tested	Percentage of Level 3 or 4 for Students	Percent of Grade 4 students performing at Level 3 or 4	Percent of Grade 4 students performing at Level 1 and 2
2010-2011	82.6%	235	81%	78%	22%
2009-2010	78.4%	217	77%	82%	18%

Math Summary:

According to our Aggregate performance our overall performance increased by 4.2% percent and shows an increase in the number of students tested over the last two years. Our results also indicate a decrease in the number of students performing at Level 3 and 4 in Grade 4 and in increase in Levels 1 and 2 in Grade 4.

In addition, after reviewing the *Math Item Analysis Report*, it was noticed that students in grades 4 and 5 were weakest in the “extended responses” portion of the test, which indicates an area of need to concentrate on this year. Teachers will work together during Inquiry Team meetings to discuss and implement strategies to address specific needs.

Further alignment of our curriculum to the CCSS is necessary.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

- strategies/activities,
d) timeline for implementation.

All teachers will participate in professional development that will focus on the development of rigorous math tasks aligned to the Common Core Standards.

All classroom teachers will implement these tasks in the winter months of the 2011-2012 school year.

Our Core Inquiry Team will meet bi-monthly, review the tasks and provide feedback to teachers.

Teacher Inquiry Teams will meet weekly to review and revise tasks as needed and update curriculum maps accordingly.

Teachers will examine student work produced as a result of the implemented task and modify the task and/or teaching as needed.

Revise our ELA curriculum to provide the necessary support to students in order to implement the tasks.

The administration and staff will collaborate on the execution of a Family Literacy Evening where parents, students and staff can come together to enjoy some books and activities surrounding literacy.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our Parent Coordinator coordinates workshops for parents in all subject areas including, technology, math, science, literacy, social studies and art. We have translators for the dominant languages in our school (Chinese, Korean and Spanish) at each workshop. In addition, we have parent workshops specific to parents of ELL students. These include but are not limited to orientation in September. Parents are provided information regarding their child's education in their native language when available or with a translation stamp. Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean.

Teachers will provide feedback to students and parents on students' progress and provide opportunities for support on a quarterly basis.

We utilize *Global Connect* and special announcements feature on the school phone to advertise Workshops for parents

We provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops are presented by the Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.

We provide parents with material and resources for supporting their children at school and at home.

Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center

One of our parent training sessions facilitated by our Parent Coordinator and Technology Teacher focuses solely on *ARIS* Parent Link

We provide opportunities for staff and parents to meet at least 5 times per year.

Parent letters, including specific information related to individual student goals, will be distributed with suggestions for support and/or enrichment.

A school wide web site has been created and will be updated by teachers quarterly to include special events and class news.

Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information.

Our school works closely with our PTA and will provide workshops for parents from outside agencies i.e. NYC Fire Department during PTA meetings.

We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.

Strategies for attracting Highly Qualified Teachers (HQT)

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Any vacancies are advertised via our Open Market System and qualified teachers may apply accordingly.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 214Q provides orientation sessions for all incoming Pre-Kindergarten children and their parents. 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 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.

Our Guidance Counselor provides on-going training programs in violence prevention as well as 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 Guidance Counselor and Parent Coordinator also provide parents with contact information to outside agencies i.e. counseling, medical etc. as needed. Our Physical Education teacher has been trained in Health issues including the mandated Blood borne 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.

Our school building houses three CBO's after school. They are *PAL* (Police Athletic League), *Little Sweet Genius* and *Talent and Learning*. *PAL* services 92 students from P.S. 214, *Little Sweet Genius* services 25 students from P.S. 214 and *Talent and Learning* services 60 students from P.S. 214. All three programs provide afterschool academic support in a variety of ways. The administration meets with all CBO supervisors regularly to discuss any issues and to collaborate on special events.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
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 - Instructional materials utilize multiple funded sources including Title I SWP, TL FSF
 - Our Parent Coordinator is funded by TL Parent Coordinator funds
 - Technology Teacher funded through TL FSF and Title IIA Supplemental

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of classroom teachers will develop and implement at least one CCSS based performance task in literacy.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

NYS ELA Results:

NYS ELA	Overall Performance All Students	# of Students Tested	Percentage of Grade 4 students performing Level 3 or 4 for Students	Percent of Grade 4 students performing at Level 3 or 4	Percent of Grade 4 students performing at Level 1 and 2
2010-2011	63%	221	59%	59%	44%
2009-2010	55%	204	69%	69%	31%

According to our Aggregate performance our overall performance increased by 8% percent and shows an increase in the number of students tested over the last two years. Our results also indicate a decrease in the number of students performing at Level 3 and 4 in Grade 4 and in increase in Levels 1 and 2 in Grade 4.

Inquiry Team work will need to concentrate on building comprehension skills beginning in PreK, scaffolding through the lower grades to the upper grades. Teachers will work with our Literacy Staff Developer to focus on improving differentiation of instruction to meet individual needs to help increase student progress. Staff will need to 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.

Further alignment of our curriculum to the CCSS is necessary.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

- strategies/activities,
d) timeline for implementation.

All teachers will participate in professional development that will focus on the development of rigorous ELA tasks aligned to the Common Core Standards.

All classroom teachers will implement these tasks in the winter months of the 2011-2012 school year.

Our Core Inquiry Team will meet bi-monthly, review the tasks and provide feedback to teachers.

Teacher Inquiry Teams will meet weekly to review and revise tasks as needed and update curriculum maps accordingly.

Teachers will examine student work produced as a result of the implemented task and modify the task and/or teaching as needed.

Revise our ELA curriculum to provide the necessary support to students in order to implement the tasks.

The administration and staff will collaborate on the execution of a Family Literacy Evening where parents, students, and staff can come together to enjoy some books and activities surrounding literacy.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our Parent Coordinator coordinates workshops for parents in all subject areas including, technology, math, science, literacy, social studies and art. We have translators for the dominant languages in our school (Chinese, Korean and Spanish) at each workshop. In addition, we have parent workshops specific to parents of ELL students. These include but are not limited to orientation in September.

Parents are provided information regarding their child's education in their native language when available or with a translation stamp.

Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean.

Teachers will provide feedback to students and parents on students' progress and provide opportunities for support on a quarterly basis.

We utilize *Global Connect* and the special announcements feature on the school phone to advertise Workshops for parents

We provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops presented by our Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.

We provide parents with material and resources for supporting their children at school and at home.

Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center

One of our parent training sessions facilitated by Parent Coordinator and Technology Teacher focuses solely on *ARIS* Parent Link

We provide opportunities for staff and parents to meet at least 5x per year.

Parent letters, including specific information related to individual student goals, will be distributed with suggestions for support and/or enrichment.

A school wide web site has been created and will be updated by teachers quarterly to include special events and class news.

Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information.

Our school works closely with our PTA and will provide workshops for parents from outside agencies i.e. NYC Fire Department during PTA meetings.

We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently 100% of our P.S. 214 staff are considered to be highly qualified. P.S. 214 has an ongoing relationship with Queens College. They provide us with student teachers throughout the school year. Many of these teachers are later hired as substitute teachers and are considered for any available vacancies.

Any vacancies are advertised via our Open Market System and qualified teachers may apply accordingly.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 214Q provides orientation sessions for all incoming Pre-Kindergarten children and their parents. 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 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.

Our Guidance Counselor provides on-going training programs in violence prevention as well as 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 Guidance Counselor and Parent Coordinator also provide parents with contact information to outside agencies i.e. counseling, medical etc. as needed. Our Physical Education teacher has been trained in Health issues including the mandated Blood borne 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.

Our school building houses three CBO's after school. They are *PAL* (Police Athletic League), *Little Sweet Genius* and *Talent and Learning*. *PAL* services 92 students from P.S. 214, *Little Sweet Genius* services 25 students from P.S. 214 and *Talent and Learning* services 60 students from P.S. 214. All three programs provide afterschool academic support in a variety of ways. The administration meets with all CBO supervisors regularly to discuss any issues and to collaborate on special events.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Children's First Network Support is utilized for CFN funding.
 - Full time Literacy Staff Developer is funded through multiple funding sources including Title I SWP, TI FSF Legacy Teacher Supplement
 - Instructional materials utilize multiple funded sources including Title I SWP, TL FSF
 - Our Parent Coordinator is funded by TL Parent Coordinator funds
 - Technology Teacher funded through TL FSF and Title IIA Supplemental

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 100% of students in Grades K through 5 will be instructed in 6 cross curricular lessons that align with the CCSS in science, technology and art, connecting literacy to these content areas.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As we move toward the implementation of the Common Core Standards we see a great need to immerse students in informational texts and connect all subject areas to everyday life. Our cluster teachers (science, technology and art) also need to be immersed in the Common Core Standards discussions and practices. By having these subjects aligned with literacy and the Common Core Standards, students will connect what is being taught in literacy to other content areas.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,
- c) staff and other resources used to implement these strategies/activities,
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- e) timeline for implementation.

Monthly meetings will be held between the Literacy Staff Developer and the Science, Technology and Art cluster teachers to discuss and plan areas of curriculum correlation and instructional implementation between the literacy curriculum units and the Science, Technology and Art cluster curricula.

Each cluster teacher will implement 6 cross-curriculum lessons across the grades over the course of the year.

Cluster teachers and classroom teachers 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.

Strategies to increase parental involvement

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addition, we have parent workshops specific to parents of ELL students. These include but are not limited to orientation, Parents are provided information regarding their child's education in their native language when available or with a translation stamp. Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean. Teachers will provide feedback to students and parents on students' progress and provide opportunities for support on a quarterly basis. We utilize *Global Connect* and the special announcements feature on the school phone to advertise Workshops for parents We provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops presented by our Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers. We provide parents with material and resources for supporting their children at school and at home. Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center One of our parent training sessions facilitated by our Parent Coordinator and Technology Teacher focuses solely on *AR/IS* Parent Link We provide opportunities for staff and parents to meet at least 5x per year. Parent letters, including specific information related to individual student goals, will be distributed with suggestions for support and/or enrichment. A school wide web site has been created and will be updated by teachers quarterly to include special events and class news. Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information. Our school works closely with our PTA and will provide workshops for parents from outside agencies i.e. NYC Fire Department during PTA meetings. We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.

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- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
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- Full time Literacy Staff Developer is funded through multiple funding sources including Title I SWP, TI FSF Legacy Teacher Supplement
- Technology Teacher funded through TL FSF and Title IIA Supplemental
- Science Teacher funded through TL FSF and Title I SWP
- Art Teacher funded through TL FSF
- Instructional materials utilize multiple funded sources including Title I SWP, TL FSF
- Our Parent Coordinator is funded by TL Parent Coordinator funds

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	0	N/A	N/A	0			0
1	2	0	N/A	N/A	0			0
2	18	18	N/A	N/A	3			1
3	32	32	N/A	N/A	3			3
4	53	53	30	0	5			7
5	45	45	0	0	8			1
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
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 the 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 (14 weeks, 3hours/week) 6. <i>I-Ready</i> online diagnostic and instructional software during the school day 3 hours/week
Mathematics	<ol style="list-style-type: none"> 1. Daily small group and/or 1:1 instruction during school day using the <i>NYS Math Coach</i> program 2. Small group intensive instruction daily using the <i>Everyday Math</i> program’s additional material (math games, manipulatives, etc.) 3. Small group instruction, 2x/week during Extended Day using the <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 3. Classroom teachers incorporate content area resources into daily literacy instruction (small group and whole class)
Social Studies	Classroom teachers incorporate content area resources into daily literacy instruction (small group and whole class)
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Small group at-risk counseling during the school day, daily 2. “Magic Circle” sessions in classrooms with differentiated material as per students’ needs, weekly 3. Violence prevention program in school 4. Character Education instruction, monthly for all students

At-risk Services provided by the School Psychologist	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	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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Diane Foley	District 25	Borough Queens	School Number 214
School Name Cadwallader Colden			

B. Language Allocation Policy Team Composition [?](#)

Principal Denise Fuccillo	Assistant Principal Joslyn McPherson
Coach Mirella Rizzo	Coach
ESL Teacher Sylwia Bednarska	Guidance Counselor Lisa Cohen
Teacher/Subject Area	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

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	410	Total Number of ELLs	63	ELLs as share of total student population (%)	15.37%
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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. 

Upon registration, parents are aided in completing the Home Language Identification Survey (HLIS) form by our ESL teacher who is NYS certified, and if needed, translation assistance is provided by our bilingual staff in the languages of Chinese, Spanish and Korean. The HLIS is used to gather information about the language spoken in each student's home as well as the student's prior schooling. Parents receive a HLIS form in their native language unless they prefer to use the English version. The informal oral interview in English and native language is given by the ESL teacher with the assistance of a translator. The school has personnel to translate Spanish, Chinese and Korean. This translation support is available throughout the intake process. If responses on the HLIS indicate a student may be an ELL, a Language Assessment Battery-Revised test is administered. The ESL teacher, who is state certified in TESOL K-12, is responsible for all the steps of initial screening and administering the LAB-R exam. The Spanish LAB is administered to Spanish-speaking ELLs. Entitlement letters are sent home to all ELL parents.

All English Language Learners are annually evaluated using the NYSESLAT, which is administered by the ESL teacher. ATS reports, along with data available on NYStart and ARIS, are used to determine NYSESLAT eligibility. The ESL teacher has been trained in the administration of all sections of the NYSESLAT. She works closely with the school administration to review testing procedures and to develop a testing calendar for all sections of the NYSESLAT.

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 by the ESL teacher if no choice had been indicated within the allotted time. 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. This has been the trend in previous academic years. These forms are kept in the child's permanent record folder. Program selection trends are reviewed by the ESL teacher who is state certified in TESOL K-12. In the event that 15 or more parents select a different program for ELLs, the school would adjust scheduling and resources to accommodate them. In addition, the ESL teacher maintains a waitlist for parents who have selected a program other than freestanding.

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	7	7	7	7	7	7								42
Total	7	7	7	7	7	7	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	51	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	1

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	51	0	4	11	0	4	1	0	1	63
Total	51	0	4	11	0	4	1	0	1	63

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
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	1	4		2	1	5								13
Chinese	16	5	4	5	5	11								46
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other	1	1												2
TOTAL	20	10	4	7	6	16	0	63						

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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 ensure that ELLs are appropriately evaluated in their native languages? 5. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> 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). 6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

P.S. 214Q has a freestanding ESL program incorporating a push in/pullout model for grades K-5. The program is serviced by one fulltime, ESL licensed teacher who is New York State and New York City certified. The ESL teacher possesses a Master of Arts degree in TESOL. ELLs are brought together for small group English instruction. 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 three extra periods of survival English during Extended Morning to help them acquire social and academic language. The ESL teacher's 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 Common Core State Standards in math and literacy. The ESL teacher utilizes teacher-created curriculum maps to align ESL instruction with regular classroom instruction. In addition, the ESL teacher preteaches content area vocabulary to support ELLs. 25% of instructional minutes are allotted for native language support through the use of bilingual glossaries, dictionaries and native language word walls.

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 extendend morning 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 one Newcomer ELL in the program who is exempt from the ELA State exam. However, he will be taking all other State exams such as Science and Mathematics.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area

Language(s) of Instruction

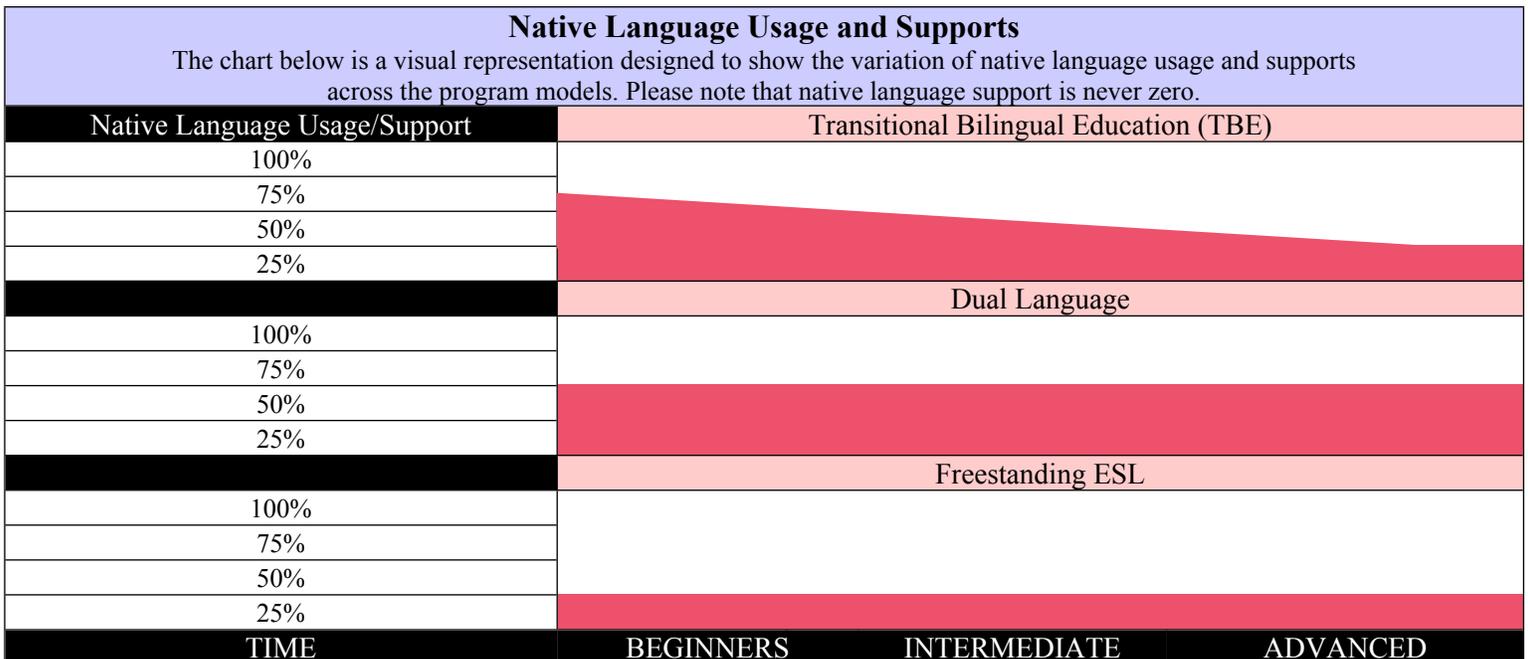
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

ESL instruction is designed to align curriculum and instruction with the NYS Common Core Learning 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 2011 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.

Instructional initiatives in literacy include 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. ELLs participate fully in these programs. Classroom teachers work with the ESL teacher to develop and implement strategies to support the needs of ELLs. These include, but are not limited to, bilingual dictionaries, interactive word walls, picture aides, math manipulatives and dynamic peer grouping.

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. Bilingual content area glossaries are provided for ELLs in science and social studies. 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 also 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; Young Audiences Vocal Music; Writing & Math Contests, Student-of-the-Month and our Character Education Program. As previously stated, ELL's participate in all of these programs.

B. Programming and Scheduling Information--Continued

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ESL instruction is designed to align curriculum and instruction with the NYS Common Core Learning 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 2011 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.

Instructional initiatives in literacy include 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. ELLs participate fully in these programs. Classroom teachers work with the ESL teacher to develop and implement strategies to support the needs of ELLs. These include, but are not limited to, bilingual dictionaries, interactive word walls, picture aides, math manipulatives and dynamic peer grouping.

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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, including the assistant principal and paraprofessionals, is incorporated into and provided through faculty conferences, grade conferences, meetings with our CFN ESL Staff Developers, 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. In addition, the literacy coach works with the ESL teacher and common branch classroom teachers to align instruction with our literacy program as well as provide assistance with the implementation of language acquisition strategies for all ELL students. The literacy coach and ESL teacher also provide professional development to common branch teachers in grades 3, 4 and 5 in developing strategies to improve the writing of our ELL students. The school's administrative team provides feedback to all staff members through frequent formal and informal observations. To ensure that all staff receive 7.5 hours of ELL training, schoolwide ELL professional development will be administered during our calendar change day on March 23 and during the Chancellor's PD Day in June. This will be supplemented by training sessions throughout the year, the first of which will be on November 22 of this year.

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 teacher informs 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 teacher 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 Literacy Staff Developers and the 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)	12	6	1	1	1	7								28
Intermediate(I)	2	1	1	3	2	3								12
Advanced (A)	6	3	2	3	3	6								23
Total	20	10	4	7	6	16	0	0	0	0	0	0	0	63

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	2			4
5	2	5	1		8
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
4			2	0	3	2			7
5			5	1	3	4	1	2	16
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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. The school's data specialist, along with the ESL teacher are responsible for analyzing student performance data. After analyzing recent NYS test data, the results indicated that the majority of the ELL students reached across grade and proficiency levels in Math and Science. The trends on the 2011 NYSESLAT and the recently administered LAB-r 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. In addition, beginner and intermediate level students had performed poorly in the reading and writing sections of the NYSESLAT. Early Childhood Assessment scores, along with the Teachers College Reading and Writing Assessment, 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.

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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

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

School Name: <u>214</u>		School DBN: <u>25Q214</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise Fuccillo	Principal		10/21/11
Joslyn McPherson	Assistant Principal		10/21/11
Donna Pelle	Parent Coordinator		10/21/11
Sylwia Bednarska	ESL Teacher		10/21/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mirella Rizzo	Coach		10/21/11
	Coach		
Lisa Cohen	Guidance Counselor		10/21/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q214** School Name: **Cadwallader Golden**

Cluster: **2** Network: **204**

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.

The HLIS, ATS, and OTELE forms are used to assess the written and oral interpretation needs of parents. Surveys of attendance at parent workshops and conferences are taken by the administration to further determine interpretation needs. Discussions are conducted with staff, the PTA Executive Board and the parent coordinator to ascertain and assess prominent language groups and their needs. The school's Demographic Report, along with the RHLA Home Language Report, are also reviewed to gather information and identify 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 71% of our parents speak and/or read a language other than English. The dominant languages are Chinese (30%), Spanish (20%), Mandarin (9%) and Korean (4 %). This information was presented at SLT and PTA general meetings via the 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, notification of school-wide events, flyers, memos, the Parent Handbook etc. will be translated in the dominant languages by in-house staff and/or parent volunteers. DOE Translation Service as are utilized as needed. Where applicable, a translation stamp will be used on all other documents. Parent letters at the end of each math unit are provided by our Everyday Math program in many translated languages. In addition, the DOE Discipline Code is sent home in each respective language.

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, Mandarin or Korean to translate information at various school activities, events, workshops: PTA meetings, Parent/Teacher Conferences, parent workshops, etc.

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>.

Parents are notified of their rights regarding available translation services via our parent poordinator. The parent coordinator and the ESL teacher distribute information regarding the translation resources that are available through the DOE and outside organizations. The school will utilize the written and oral translation resources listed above to meet the translation needs of all parents. Formal and informal school documents will be translated or will contain the translation stamp as a reminder. In addition, various postings advertise the translation service available at our school.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Cadwallader Colden	DBN: 25Q214
Cluster Leader: Charles Amundsen	Network Leader: Diane Foley
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 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 30 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 2011 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.

Our ELL students will engage in a newly purchased instructional/diagnostic software program called I-Ready. This program will allow teachers to instruct students on their individual level in ELA and allow students additional practice at home.

Part C: Professional Development

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

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

Begin description here: 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

Part C: Professional Development

receive professional development from our CFN ESL support staff building ELL comprehension and vocabulary for students.

Part D: Parental Engagement Activities

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

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

Begin description here: Our Parent Coordinator coordinates workshops for parents in all subject areas including, technology, math, science, literacy, social studies and art. We have translators for the dominant languages in our school (Chinese, Korean and Spanish) at each workshop. In addition, we have parent workshops specific to parents of ELL students. These include but are not limited to orientation in September.

Parents are provided information regarding their child's education in their native language when available or with a translation stamp. Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean.

Teachers will provide feedback to students and parents, on students' progress and provide opportunities for support on a quarterly basis.

We utilize Global Connect and the special announcements feature on the school phone to advertise Workshops for parents

We provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops are presented by the Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.

We provide parents with material and resources for supporting their children at school and at home.

Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center

One of our parent training sessions facilitated by our Parent Coordinator and Technology Teacher focuses solely on ARIS Parent Link

We provide opportunities for staff and parents to meet at least 5x per year.

Parent letters, including specific information related to individual student goals, will be distributed with suggestions for support and/or enrichment.

A school wide web site has been created and will be updated by teachers quarterly to include special

Part D: Parental Engagement Activities

events and class news.

Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information.

Our school works closely with our PTA and will provide workshops for parents from outside agencies i.e. NYC Fire Department during PTA meetings.

We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
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. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

