



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PUBLIC SCHOOL 14

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R014

**PRINCIPAL:** NANCY HARGETT **EMAIL:** NHARGET@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ERMINIA CLAUDIO

**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
Nancy Hargett	*Principal or Designee	
Harold Williams	*UFT Chapter Leader or Designee	
Iris Perez	*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> )	
Nicole Kay	CBO Representative, if applicable	
Barbara DellaSalla	Member/Teacher	
Joanne Stranges	Member/Teacher	
Jeannette Wade	Member/Paraprofessional	
Wasila Amin	Member/Parent	
Melissa Clark	Member/Parent	
Jennifer Jennings	Member/Parent	
Lissette Serrano	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

### **Annual Goal #1**

- By June 2012, students with Disabilities will demonstrate progress toward achieving State Standards as measured by a 3% increase in students scoring Level 3 on the New York State ELA Assessment.

### **Comprehensive needs assessment**

- After conducting a review of the State Education testing data in Acuity and the School Accountability data in the School's Report Card, we concluded that our Students with Disabilities not meeting Standard Performance levels which resulted in us not meeting AYP in ELA.
- Subsequent to receiving our Quality Review feedback we analyzed students' Predictive Assessment data and concluded that Students with Disabilities must receive differentiated instruction to meet their academic needs.

### **Instructional strategies/activities**

#### **September 2011 – June 2012**

Teacher Inquiry Teams conduct ongoing studies of the ELA Assessment data pertaining to Students with Disabilities to plan instructional lessons

#### **November 2011 – June 2012**

SES Tutoring is provided for all students including Students with Disabilities who are not bussed home.

#### **September 2011 – June 2012**

Extended Day intervention strategies are provided twice a week.

#### **October 2011 – June 2012**

Title I Funding and School Improvement Funding is utilized for additional opportunities for teachers to meet and plan during and after school hours.

#### **September 2011 – June 2012**

Common Preps are included within the daily schedule for teacher to meet, plan and be involved in critical decision making such as evaluating assessment data and determining appropriate differentiated strategies for instruction.

### **Strategies to increase parental involvement**

- Monthly workshops are provided for parents by our Literacy Coach, School Counselor or Administrators on topics that include, understanding the New York State Assessments, accountability systems, student proficiency levels and Title I Funding.
- Parents are trained by the Parent Coordinator on how to access ARIS to view their child's assessment data.
- CBOs assigned to the school ( Partnership with Children and Operation Respect) provide workshops and training on helping their children at home to improve the achievement levels in literacy and math and basic parenting skills for families in crisis.
- The Parent Coordinator serves as the liaison between the school and families who have questions around our school environment, Agencies that offer community support and GED opportunities to build parents' capacity to help their children at home.
- The school offers parents the opportunity come into the classrooms to read with students each month as part of our "First Friday" Parents as Reading Partners initiative to keep parents actively involvement in their children's education.
- The School has arranged through the Department of Education ESL classes twice a week for non-English speaking parents to learn English.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The principal works closely with HR when recruiting new teachers in order to obtain High Qualified Teachers.
- The staff members are provided with Professional Development Needs Assessments to select areas of high interest that will be addressed through Professional Development workshops or trainings.
- Administrators are including the Danielson Framework for Teaching to assessment pedagogy and support teachers' in building professional capacity.
- Provide Mentors for new teachers.

**Service and program coordination**

- Violence Prevention funding allows the school to offer the following After-School Programs to students that also addresses this Goal:
- Title III – ESL Program
- Academic Enrichment
- Saturday Test Prep Academy
- Reader's Theater Program
- Performing Arts Programs ( Dancing and Karate)
- CBO connection to our After School Program – Sun Dog, offers students a Recycling Program
- Students in Temporary Housing Program

**Budget and resources alignment**

As a Title I SWP school we Conceptually Consolidate Funding to pay Teacher Inquiry Teams per session for meeting after regular school hours to plan instructional strategies to meet the needs of the students.

Conceptually Consolidated Funding is utilized for bringing in substitute teachers to cover staff when they participate in Professional Development activities.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2012, 30% of the Target Students with the lowest attendance rate will improve on the school's Annual Attendance Report.

### **Comprehensive needs assessment**

- After reviewing the New York City School Report Card and attendance data from the ATS system, we concluded that 30% of students are excessively absent with rates from 20 – 99 days from the 2010 – 2011 school year.
- The Mayor's Truancy Data provided names of over 150 students who were identified for excessive absences and the families who received Attendance Letters from the Mayor's Office. The school's Targeted List includes the names of some of the students identified by the Mayor's Truancy Data.

### **Instructional strategies/activities**

#### **September 2011**

School protocol is established for communicating to parents by letter the school's attendance and tardiness policies and the effect excessive absences have on preparing students for high school and college.

#### **September 2011 – June 2012**

The ATS Attendance System is utilized by the school to identify students with 20 – 99 days of absences as our "Targeted Group".

#### **September 2011**

Our Attendance Team begins monthly meetings reviewing Attendance Data.

#### **October 2011 – April 2012**

Success Mentors from Wagner college are assigned to the school to work with the "Target Students" to encourage daily attendance and making telephone calls to parents.

#### **September 2011 – June 2012**

The DOE Attendance Teacher makes home visits.

#### **September 2011 – June 2012**

Parent Coordinator, Guidance Counselor, PAS Secretary and Attendance School Aide participates in monthly meetings with the Principal to review attendance data and determine next steps for students with excessive absence rates.

#### **November 2011**

Principal holds an Attendance summit for parents of "Targeted Student". Agencies, such as Staten Island Mental Health, Seamen's Society, YMCA, Ameri-Group Health Plus and the Police Athletic League attended this Summit.

#### **March 2012**

The next Attendance Summit will take place.

#### **June 2012**

Attendance Dinners are provided by the school to celebrate those students who decreased their attendance rates along with those who have perfect and near perfect attendance for the year.

- Share attendance data with parents during P.T.A. meeting
- Arrange meetings with parents of students with poor attendance to discuss strategies for improving attendance
- Maintain an inviting and safe school environment with opportunities for parents to visit classrooms during “First Fridays”.
- Offer the opportunity for parents to become parent volunteers in school with training from “Learning Leaders” organization.
- CBOs in the school (Partnership with Children and Operation Respect) will provide workshops on access community and support services, understanding the accountability system and fostering the understanding of promoting emotional intelligence and peaceful interactions in the family.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The principal will communicate with HR regarding hiring Highly Qualified Teachers when there are vacancies.
- Support new teachers with Mentors to build pedagogy capacity.
- Utilize the Danielson Framework for Teaching Rubric to support teachers’ professional knowledge.

**Service and program coordination**

- Violence Prevention funding allows the school to offer the following After-School Programs that address this goal:
- Academy Enrichment
- Students in Temporary Housing – Homework Connection
- Saturday Test Prep Academy
- Extended Day Academic Program

**Budget and resources alignment**

- Conceptual Consolidated Funded is utilized to pay Teacher Inquiry Teams per session for meetings during the regular school hours to plan instructional strategies in mathematics.
- Substitute teachers are hired to cover staff when they participate in Professional Development activities.
- Title I funding utilized to purchase materials and resources to support the after-school programs.

### ANNUAL GOAL #3 AND ACTION PLAN

Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- By June 2012, all students will demonstrate progress toward achieving State Standards as measured by a 4% increase in students scoring a level 3 on the New York State Mathematics Assessments.

#### **Comprehensive needs assessment**

- After analyzing the State Education Testing Data in Acuity we noticed 30% of our 3rd, 4th, and 5th grade students scored a level 3.
- ARIS data showed 60% of students in grades 3,4 and 5 scored in levels 1 or 2 on the New York State Mathematics Assessments.

#### **Instructional strategies/activities**

##### **November 2011 – June 2012**

Implement a new school wide Mathematics Program – “Go Math” - in order to make an increase of 4% of students performing at level 3.

##### **September 2011 – December 2011**

Provide sustained Professional Development Opportunities in order for teachers to swiftly gain competence of research – based practices in Mathematics.

##### **September 2011 – June 2012**

Provide Extended Day interventions for students experiencing a lack of skills.

##### **November 2011 – June 2012**

Provide SES tutoring after school for all students.

##### **September 2011 – June 2012**

Utilize student performance data to maximize classroom instruction in Mathematics.

##### **September 2011 – June 2012**

Utilize the Everyday Math Program to supplement the newly introduced school wide Mathematics Program.

##### **September 2011 – November 2011**

Design a Student Achievement Improvement Plan for teachers to incorporate in planning instruction, including: gathering data, assessing needs, setting instructional goals and objectives and developing instruction based on assessment findings.

**Strategies to increase parental involvement**

- Provide workshops for parents on understanding City, State and Federal Standards and assessments.
- Hold a Family Fun with Math Night with workshops setup for parents to see how the Math Curriculum is implemented during instruction and parents engage in math activities with their children.
- Parent Coordinator provides workshops for parents on accessing ARIS to review their child's assessment data.
- School Guidance Counselor will hold monthly workshop meetings with parents to increase parents' capacity to help their children at home.
- Hold curriculum meetings by grades to increase parents' know of the math materials and how teachers implement math instruction.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The principal will communicate with HR regarding hiring Highly Qualified Teachers when there are vacancies.
- Support new teachers with Mentors to build pedagogy capacity.
- Utilize the Danielson Framework for Teaching Rubric to support teachers' professional knowledge.

**Service and program coordination**

- Violence Prevention funding allows the school to offer the following After-School Programs to students that also addresses this Goal:
- Title III – ESL Program
- Academic Enrichment
- Saturday Test Prep Academy
- Reader's Theater Program
- Performing Arts Programs ( Dancing and Karate)
- CBO connection to our After School Program – Sun Dog, offers students a Recycling Program
- Students in Temporary Housing Program

**Budget and resources alignment**

- Conceptually Consolidated Funding/Title I Funding pays for Teacher Inquiry Teams per session for meeting after regular school hours to plan instructional strategies to meet the needs of the students.
- Conceptually Consolidated Funding is utilized for bringing in substitute teachers to cover staff when they participate in Professional Development activities.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	0	0	2	0
<b>1</b>	26	26	N/A	N/A	2	0	0	12
<b>2</b>	37	11	N/A	N/A	2	0	1	15
<b>3</b>	26	14	N/A	N/A	0	0	2	11
<b>4</b>	25	25	25	52	1	0	0	10
<b>5</b>	13	13	47	50	0	0	0	9
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	Grades K, 1 & 2 AIS – TCWRP Running Records, Teacher Made Assessments Small Group instruction 3 times a week. Grades 3, 4, & 5 AIS – Data from Acuity, ITAs, New York State Assessments in ELA. Small Group instruction 3 times a week. Whole Class “Push In” Instruction 2 x a week. One to One Paraprofessionals daily.
<b>Mathematics</b>	Grades K, 1 & 2 AIS - Everyday Math Assessment Units, Teacher Made Assessments Small Group instruction 3 times a week. Grades 3,4 & 5 AIS – Data from Acuity, ITAs, New York State Assessments in Math. Small Group instruction 3 times a week. Whole Class “Push In” Instruction 2x a week. One to one Paraprofessionals daily.
<b>Science</b>	Grade 4 AIS – Targeted 4 <sup>th</sup> grade classes with small group instruction
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	Counseling is offered on an individual and small group basis to students exhibiting chronic behavioral and emotional problems.
<b>At-risk Services provided by the School Psychologist</b>	Private Counseling

<b>At-risk Services provided by the Social Worker</b>	Private Counseling
<b>At-risk Health-related Services</b>	Asthma Treatments, ADD Medications, Diabetes Medications, and treatments for various chronic conditions. Identification of health related issues that effect learning implemented by the AIS Team.

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 31R014 **School Name:** Cornelius Vanderbilt School Public School 14

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - After conducting a review of the State Education testing data in Acuity and the School Accountability data in the School's Report Card, we concluded that our Students with Disabilities not meeting Standard Performance levels which resulted in us not meeting AYP in ELA.
  - Subsequent to receiving our Quality Review feedback we analyzed students' Predictive Assessment data and concluded that Students with Disabilities must receive differentiated instruction to meet their academic needs.
  - There was minimal student engagement observed in six out of 12 classrooms during the ESCA visit.
  - Common Core State Standards were not observed in classrooms during writing explicit reading comprehension instruction in some classrooms.
  - Small group guided reading groups were observed in seven of the 12 classrooms observed.
  
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Provide Professional Development through Network Achievement Coaches on Common Core Standards, Curriculum Mapping, Analyzing student ELA and Math Assessment Data
  - Teacher Inquiry Teams plan across grade instruction from the 9 researched based strategies according to Marzano, Pickering and Pollock, 2001.
  - Additional Extended Day Groups to include students that range from mid-level 2 to low-level 3.
  - Professional Development Training for the new "Go Math" program implemented for the 2011 – 2012 year.
  - Analyze data from Predictive Assessments

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### Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - Title I funds will be applied to bring substitute teachers in to cover teachers being trained or in professional development workshops.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - The Literacy Coach mentors new teachers twice a week to help with planning, classroom management, and inter-class visitations.
  - The Coach helps new teachers with completing report cards, communicating with parents, and meetings through the Mentor's Program.
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - The school will send home letters to families informing them of the school's SINI identification translated in all languages that apply to the school community.

**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 [i](#).



**A. School Information [i](#)**

Cluster Leader/Network Leader <b>Jose Ruiz / Richard Gallo</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>014</b>
School Name <b>Cornelius Vanderbilt Elementary School</b>			

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

Principal <b>Nancy Hargett</b>	Assistant Principal <b>Maria Girellini</b>
Coach <b>Brenda Cofield</b>	Coach <b>N/A</b>
ESL Teacher <b>Nelly Dugan</b>	Guidance Counselor <b>Randy Peck</b>
Teacher/Subject Area <b>Patricia Frostbaum, AIS</b>	Parent <b>Iris Perez</b>
Teacher/Subject Area <b>Vicky Heidel, Science Cluster</b>	Parent Coordinator <b>Tia Cranford</b>
Related Service Provider <b>Angela Locantore</b>	Other <b>Rey Dorta, Asst. Principal</b>
Network Leader <b>Richard Gallo</b>	Other <b>N/A</b>

**C. Teacher Qualifications [i](#)**

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

**D. School Demographics**

Total number of students in school	<b>679</b>	Total Number of ELLs	<b>55</b>	ELLs as share of total student population (%)	<b>8.10%</b>
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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. 

1. Parent and child are informally interviewed by our ESL teacher (who speaks Spanish as fluent as she speaks English) during registration to identify their home language and through the use of the Home Language Identification Survey (HLIS), form that renders information on the languages spoken in the student's home, are deemed eligible for testing. If parents are in need of a translator we locate one of our staff members or members of our PTA that can speak the family's language. If no one in the schools speaks that language we call the Translation Unit of the NYCDOE. These children must have the LAB-R administered within their first ten days of school. The LAB-R can only be administered upon a child entering our school system for the first time and its results determine if students are eligible for ESL instruction. Children who do not pass the LAB-R must test annually using the NYSESLAT until they pass this test. Spanish LAB is administered to Spanish speaking students if they have not passed the LAB-R. This is also done within the students first ten days of school. The initial interview, the HLIS, LAB-R, the Spanish LAB, and the NYSESLAT are all administered by our ESL teacher who holds proper certification. In her absence the assistant principal, Mr. Rey Dorta, who having been a former bilingual/ESL teacher, would administer the tests. The NYSESLAT consists of four components that are administered in two to four sessions and students eligible for test are verified through ATS report.

An annual review of the Parent Selection and Program Survey has determined that the trend has been the selection of a freestanding ESL Program over any other program. We have parent orientation meetings as deemed necessary by HLIS of new registrants throughout the year. At these meetings different models and types of language acquisition programs are discussed and offered. Parents are invited to view a DVD on these programs in their native language and translators are also present to answer any question or address concerns. The records of new admits to the school are checked by the ESL Teacher and the Pupil Accounting Secretary to determine the child's ELL status.

2. The ESL teacher facilitates orientation sessions for parents through out the school year. During these sessions parents are informed of the various programs, Transitional Bilingual Education, Dual Language, and English as a Second Language Program. These orientation sessions are conducted in English, Spanish, and Arabic. Parents are given the option to seek schools that offer appropriate bilingual instructional classes should they desire alternative programs not offered at Public School 14. Title III related information is distributed to parents in the Monthly Calendar, letters, flyers, and during parent workshops. Information is provided in both English and Spanish during parent workshops. Orientation sessions are also provided in both English, Spanish and Arabic when needed. Parents are invited to classrooms when after-school programs are in session so that parents see the work their children produce using materials from the supplemental program.

3. The Parent Survey Selection Forms reflect the desire for their children to receive instruction in English as a Second Language program. Title III related information is distributed to parents in the Monthly Calendar, letters, flyers, and during parent workshops. Information is provided in both English and Spanish during parent workshops. Orientation sessions are also provided in both English and Spanish. Parents are invited to classrooms when after-school programs are in session so that parents see the work their children produce using materials from the supplemental program. When parents don't return forms we call the home and do the interview by

telephone and keep record of it.

4. The ESL teacher facilitates orientation sessions for parents at the beginning of the school year. During these sessions parents are informed of the various programs, Transitional Bilingual Education, Dual Language, and English as a Second Language Program. These orientation sessions are conducted in both English and Spanish with translators from our staff or the PTA present for translations in other languages. If we had enough students for a transitional bilingual program or even a self-contained ESL class we would open one, but our number of ELLs per grade are not sufficient to do so. Parents are given the option to seek schools that offer appropriate bilingual instructional classes should they desire alternative programs not offered at Public School 14.

5. After cross referencing the mentioned documents we found the following trends:

- Thirty (10) parents opted for our school’s free-standing ESL program.
- Five (10) parents preferred transitional bilingual programs, but opted for our school’s free-standing ESL program due to lack of transportation to other school’s offering TBE.
- Five (5) parents preferred for dual language programs, but opted for our school’s free-standing ESL program due to lack of transportation to other school’s offering dual language.

6. Our school’s free-standing ESL program was the choice of preference for the majority of the parents. Though ten parents preferred transitional bilingual programs and another five preferred dual language programs, but both opted for our free-standing ESL program due to transportation difficulties.



### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<input type="checkbox"/> K	<input 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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	8	8	9	15	10								55
<b>Total</b>	5	8	8	9	15	10	0	0	0	0	0	0	0	55

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	41	0	3	14	0	5	0	0	0	55
Total	41	0	3	14	0	5	0	0	0	55

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

**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																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	7	4	4	11	7								37
Chinese			1											1
Russian														0
Bengali			1											1
Urdu					1									1
Arabic	1	1	2	4	2	1								11
Haitian														0
French						1								1
Korean														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian				1	1	1								3
Other														0
<b>TOTAL</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>15</b>	<b>10</b>	<b>0</b>	<b>55</b>						

D A T A

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?  
ESL instruction is delivered using the pull-out organizational model.
  - 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])?  
Students are in grouped according to their grade level, but not necessarily at the same proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?  
In addition to receiving ELA instructional support from the ESL teacher, ELL students receive ELA instruction in the regular classroom. The four modalities, reading, writing, listening and speaking are integrated into standards based lessons. The ESL teacher has regularly scheduled meetings with the classroom/subject area teachers and documents these meeting using an Articulation Report log. Instructional goals are developed through common planning and review of students' progress between the ESL teacher and classroom/subject teachers.

## A. Programming and Scheduling Information

All ESL students receive the New York State mandated ESL/ELA allotted instructional time based on the students' proficiency level. Beginning and intermediate ESL levels receive 360 weekly minutes of ESL. Students at the advanced ESL level receive 180 minutes of ESL. All students receive high quality instruction by our licensed ESL teacher.

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.

Students will have the opportunity to participate in project based learning in all content areas. The focus will be on ensuring that ELLs are prepared with instructional strategies to help them become critical thinkers, effective communicators, and self-confident learners. The ESL teacher plans rigorous ESL lessons to ensure that the academic language of the content areas can be assimilated and transferred to other curriculum areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

Students who have Spanish as the dominant home language on the HLS are given the Spanish LAB. Other than that, evaluation in their native language is not applicable in our free-standing ESL program. We do have several bilingual dictionaries at the students' disposal.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

We do not have students requiring SIFE intervention.

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.

The ESL program includes language development as well as content area instruction using ESL methodologies. Students are additionally serviced by Academic Intervention Service (AIS) teachers who provide small group instruction using researched based programs such as Foundations, Wilsons and Words Their Way. The AIS teacher utilizes tools such as ARIS and ACUITY to support students who show a continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing.

c. Describe your plan for ELLs receiving service 4 to 6 years.

The ESL teacher utilizes the Balanced Literacy Approach and incorporates the workshop model with instruction including the content areas of mathematics, science, and social studies. Instructional ESL lessons are designed to meet the needs of the learners focusing on word study, vocabulary building, reading comprehension, fluency, word attack skills and testing strategies for ELA and Mathematics.

d. Describe your plan for Long-Term ELLs (completed 6 years).

The ESL teacher utilizes a more advanced and rigorous program using ESL methodologies.

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?

The ESL program includes language development as well as content area instruction using ESL methodologies. Students are additionally serviced by Academic Intervention Service (AIS) teachers who provide small group instruction using researched based programs such as Foundations, Wilsons and Words Their Way. The AIS teacher utilizes tools such as ARIS and ACUITY to support students who show a continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing. Instruction is not offered in any other language but English.

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

During the day we are presently incorporating National Geographic and Finish Line in Literacy and Mathematics respectively to other ESL resources used in our school to service ELLs and the ELL-SWDs. Our school's ESL after-school program utilizes the "Into English" Reading Program for students in grades 2-5. This is a researched based program structured to improve writing and reading by incorporating specific comprehension strategies, namely, Questioning, Summarizing, Predicting, Clarifying. Students are taught to use graphic organizers, decoding strategies and skills of effective readers. During the daily Reading Workshop block AIS is provided by the ESL Teacher or AIS Teacher as support. Our ELLs and ELL-SWDs receive a fair and equitable amount of services and resources that correspond to their age and grade levels..

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## 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?

8. The ESL program includes language development as well as content area instruction using ESL methodologies. Students are additionally serviced by Academic Intervention Service (AIS) teachers who provide small group instruction using researched based programs such as Foundations, Wilsons and Words Their Way. The AIS teachers utilize tools such as ARIS, ACUITY, and predictive exams to identify and support students who show a continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing. The same is done for mathematics. As for social studies and science, the cluster teachers confer with our ESL teacher for guidance on how to better serve the ELLs they service. We have two AIS teachers who provide push-in services to our at-risk students of which our ELLs are included. In order to service our ELLs properly the AIS teachers confer regularly with our ESL teacher for strategies and targeted areas of need. Instruction is not offered in any other language but English.

9. ELLs reaching proficiency on the NYSESLAT are entitled to extended time in State-Wide Assessments as transitional support for two years. Besides the extended time the ELLs or former ELLs are allotted, it is verified if they have an IEP and if they do, it is verified if further modifications are required during testing.

10. We are presently incorporating National Geographic, Finish Line both in literacy and Mathematics for the Common Core State Standards to other ESL resources used in our school. This is a research based program that was recommended by District and has given positive results in other schools.

11. As stated above, other programs have been included as resources, but none have been discontinued. We still lack sufficient amount of students per grades to attempt opening up transitional bilingual program or self-contained ESL classrooms.

12. Our ELLs are incorporated into all curricular and non-curricular school activities. They are placed in classes from kindergarten through 5<sup>th</sup> grade and receive the same if not, additional services in and out of the classroom. During the daily math and reading workshop blocks AIS is provided by the ESL and/or AIS teachers as additional support.

Our school's ESL after-school program utilizes the "Into English" Reading Program for students in grades 2-5 and meets twice a week. The monies for this after-school program comes from Title III funds allotted to the school. This is a researched based program structured to improve writing and reading by incorporating specific comprehension strategies, namely, Questioning, Summarizing, Predicting, Clarifying. Students are taught to use graphic organizers, decoding strategies and skills of effective readers.

13. Technology is integrated in the reading and writing workshop for all ELLs with the use of the Smartboard and computers as well as online programs during breakout sessions. Students will have the opportunity to participate in project based learning in all content areas. The focus will be on ensuring that ELLs are prepared with instructional strategies to help them become critical thinkers, effective communicators, and self-confident learners. The ESL teacher plans rigorous ESL lessons to ensure that the academic language of the content areas can be assimilated and transferred to other curriculum areas. As mentioned before, programs used to support ELLs are Finish Line ESL Program and Into English ESL Program from Hampton Brown. We are presently thinking of buying licenses for the Rossetta Stone Language Program to better service our ELLs during center time and after-school.

14. This is not applicable to our free-standing ESL program with the exception of Hispanic ELLs who are also given the Spanish LAB. We

## 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?

8. The ESL program includes language development as well as content area instruction using ESL methodologies. Students are additionally serviced by Academic Intervention Service (AIS) teachers who provide small group instruction using researched based programs such as Foundations, Wilsons and Words Their Way. The AIS teachers utilize tools such as ARIS, ACUITY, and predictive exams to identify and support students who show a continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing. The same is done for mathematics. As for social studies and science, the cluster teachers confer with our ESL teacher for guidance on how to better serve the ELLs they service. We have two AIS teachers who provide push-in services to our at-risk students of which our ELLs are included. In order to service our ELLs properly the AIS teachers confer regularly with our ESL teacher for strategies and targeted areas of need. Instruction is not offered in any other language but English.

9. ELLs reaching proficiency on the NYSESLAT are entitled to extended time in State-Wide Assessments as transitional support for two years. Besides the extended time the ELLs or former ELLs are allotted, it is verified if they have an IEP and if they do, it is verified if further modifications are required during testing.

10. We are presently incorporating National Geographic, Finish Line both in literacy and Mathematics for the Common Core State Standards to other ESL resources used in our school. This is a research based program that was recommended by District and has given positive results in other schools.

11. As stated above, other programs have been included as resources, but none have been discontinued. We still lack sufficient amount of students per grades to attempt opening up transitional bilingual program or self-contained ESL classrooms.

12. Our ELLs are incorporated into all curricular and non-curricular school activities. They are placed in classes from kindergarten through 5<sup>th</sup> grade and receive the same if not, additional services in and out of the classroom. During the daily math and reading workshop blocks AIS is provided by the ESL and/or AIS teachers as additional support.

Our school's ESL after-school program utilizes the "Into English" Reading Program for students in grades 2-5 and meets twice a week. The monies for this after-school program comes from Title III funds allotted to the school. This is a researched based program structured to improve writing and reading by incorporating specific comprehension strategies, namely, Questioning, Summarizing, Predicting, Clarifying. Students are taught to use graphic organizers, decoding strategies and skills of effective readers.

13. Technology is integrated in the reading and writing workshop for all ELLs with the use of the Smartboard and computers as well as online programs during breakout sessions. Students will have the opportunity to participate in project based learning in all content areas. The focus will be on ensuring that ELLs are prepared with instructional strategies to help them become critical thinkers, effective communicators, and self-confident learners. The ESL teacher plans rigorous ESL lessons to ensure that the academic language of the content areas can be assimilated and transferred to other curriculum areas. As mentioned before, programs used to support ELLs are Finish Line ESL Program and Into English ESL Program from Hampton Brown. We are presently thinking of buying licenses for the Rossetta Stone Language Program to better service our ELLs during center time and after-school.

14. This is not applicable to our free-standing ESL program with the exception of Hispanic ELLs who are also given the Spanish LAB. We do provide bilingual dictionaries and during offer translations during testing in content areas.

15. Our ELLs receive a fair and equitable amount of services and resources that correspond to their age and grade levels.

## 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?

8. The ESL program includes language development as well as content area instruction using ESL methodologies. Students are additionally serviced by Academic Intervention Service (AIS) teachers who provide small group instruction using researched based programs such as Foundations, Wilsons and Words Their Way. The AIS teachers utilize tools such as ARIS, ACUITY, and predictive exams to identify and support students who show a continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing. The same is done for mathematics. As for social studies and science, the cluster teachers confer with our ESL teacher for guidance on how to better serve the ELLs they service. We have two AIS teachers who provide push-in services to our at-risk students of which our ELLs are included. In order to service our ELLs properly the AIS teachers confer regularly with our ESL teacher for strategies and targeted areas of need. Instruction is not offered in any other language but English.

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12. Our ELLs are incorporated into all curricular and non-curricular school activities. They are placed in classes from kindergarten through 5<sup>th</sup> grade and receive the same if not, additional services in and out of the classroom. During the daily math and reading workshop blocks AIS is provided by the ESL and/or AIS teachers as additional support.

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15. Our ELLs receive a fair and equitable amount of services and resources that correspond to their age and grade levels.

## 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?

1. We have an active PTA where are parents meet monthly to discuss school issues and progress of the students. Our Parent Coordinator arranges workshops with staff and local community organizations to train parents in a diversity of skills. Parents are preparing for training as Learning Leaders to better service our school as volunteers. The parents of our ELLs are involved in the above mentioned activities and translations are offered by members of our PTA that speak English and other languages as well. Many ELLs' parents are presently taking ESL classes on Tuesdays and Thursdays from 8:30 AM to 11:00 AM.

2. We provide ESL for ELL parents. Police Athletic League provides after-school programs to ELL and non-ELL students as well as workshops for parents on diverse topics. Links, another CBO, offers our parents workshops in conjunction with our Parent Coordinator. During these workshops we have translators available for the non-English speaking parents.

3. Surveys in parent's native languages are sent out at the beginning of the year and during workshops to obtain information on parents' interests and needs. The parent coordinator schedules the workshops and prepares the forms in English. She also calls the Translation Unit if there is no one in the building that can translate a document/survey for non-English speaking parents.

4. Parents of newly enrolled ELLs are provided with information on the new Common Core State Standards assessments and program information at parent meetings set up by the ESL teacher as new parents arrive. These meetings take place before, during and/or after school. ELLs' parents attend our Title I meeting for parents, Coffee and Conversations (a venue for parents and administrators to discuss what is happening at school and address parental concerns), activities sponsored by Operation Respect (educational consultants that focus on creating a bullying-free environment and other workshops arranged by either the PTA and/or parent coordinator. All invitations go out in parents native languages and mentioned activities have translators present for non-English speaking families.

## 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)?

## 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.

1. Our sole ESL teacher attends both mandated and non-mandated professional development sessions held for language acquisition personnel at our ISC offices and BETAC. Our ESL teacher then turnkeys to the entire staff the content of her professional development. Our teachers participate in Apprenticeship programs to increase their instructional capacity, knowledge of best practices in teaching ELLs and ways to support students to meet the State Standards in ELA and the content areas.

Professional Development for the 2011 -2012 school year at P.S. 14 R is as follows:

Topics	Dates
• Understanding and Writing an IEP for ELLs	10/11
• Strategies for Improving Instruction for ELLs	11/11
• The Importance of Collaborating with the IEP, SETTS, CTT and ESL Teachers	12/11
• Anticipating and Evaluating ELL	1/12

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• Strategies for Improving Instruction for ELLs	11/11
• The Importance of Collaborating with the IEP, SETTS, CTT and ESL Teachers	12/11
• Assessing and Evaluating ELLs	1/12
• Explicit Instruction in the Content Areas	2/12
• Breaking Down the NYSESLAT	3/12
• Observing Case Studies Videos to Identify Practices and Strategies	4/12
• Making Connections Using Case Study Methods to Analyze a Similar School Problem	5/12
• Next Steps On Which Solutions Can Be Implemented in the Classrooms	6/12

2. Our ESL teacher and assistant principal offer guidance and arrange for staff development to guidance counselor, parent coordinator and others so that they can better service our ELLs in times of transition from one grade to another or from one school to another (i.e. Staff articulates with neighboring middle schools that are receiving our graduating ELLs). The staff development is offered after a professional needs inventory takes place at the beginning of the school year.

3. The following workshops have durations of one hour and a half (totaling 7.5 hours) and will be presented to ESL and non-ESL personnel. Attendance sheets are kept and when the teacher completes the required 7.5 hours we place a letter in their files acknowledging that the requirement has been met.

Topics	Dates
- Understanding and Writing an IEP for ELLs	10/11
- Strategies for Improving Instruction for ELLs	11/11
- The Importance of Collaborating with the IEP, SETTS, CTT and ESL Teachers	12/11
- Explicit Instruction in the Content Areas	2/12
- Breaking Down the NYSESLAT	3/12

## 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?

1. We have an active PTA where are parents meet monthly to discuss school issues and progress of the students. Our Parent Coordinator arranges workshops with staff and local community organizations to train parents in a diversity of skills. Parents are preparing for training as Learning Leaders to better service our school as volunteers. The parents of our ELLs are involved in the above mentioned activities and translations are offered by members of our PTA that speak English and other languages as well. Many ELLs' parents are presently taking ESL classes on Tuesdays and Thursdays from 8:30 AM to 11:00 AM.

2. We provide ESL for ELL parents. Police Athletic League provides after-school programs to ELL and non-ELL students as well as workshops for parents on diverse topics. Links, another CBO, offers our parents workshops in conjunction with our Parent Coordinator. During these workshops we have translators available for the non-English speaking parents.

3. Surveys in parent's native languages are sent out at the beginning of the year and during workshops to obtain information on parents' interests and needs. The parent coordinator schedules the workshops and prepares the forms in English. She also calls the Translation Unit

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4. Parents of newly enrolled ELLs are provided with information on the new Common Core State Standards assessments and program information at parent meetings set up by the ESL teacher as new parents arrive. These meetings take place before, during and/or after school. ELLs' parents attend our Title I meeting for parents, Coffee and Conversations (a venue for parents and administrators to discuss what is happening at school and address parental concerns), activities sponsored by Operation Respect (educational consultants that focus on creating a bullying-free environment and other workshops arranged by either the PTA and/or parent coordinator. All invitations go out in parents native languages and mentioned activities have translators present for non-English speaking families.



## A. Assessment Breakdown

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

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

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

1. For the early grades we use Fountas and Pinnell levels using Reading A to Z to determine the students' literacy skills. The ELLs tend to display difficulties with decoding, spelling, vocabulary, and reading comprehension strands. This information helps us determine how to group students according to their needs, and regroup according to what has been mastered. Our instructional plan's focus is to move the students from one mentioned strand to the other providing instruction until mastery is reached. These conclusions were reached after

### 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.

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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:

## 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.



<b>School Name: C. Vanderbilt Elementary</b>		<b>School DBN: <u>31R014</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Hargett	Principal		10/17/11
Maria Girellini	Assistant Principal		10/17/11
Tia Cranford	Parent Coordinator		10/17/11
Nelly Dugan	ESL Teacher		10/17/11
Iris Perez, PTA	Parent		10/17/11
Patricia Frostbaum, AIS	Teacher/Subject Area		10/17/11
Angela Locantore, Speech	Teacher/Subject Area		10/17/11
Brenda Cofield	Coach		10/17/11
	Coach		10/17/11
Randy Peck	Guidance Counselor		10/17/11
Richard Gallo	Network Leader		10/17/11
Rey Dorta	Other <u>Asst. Principal</u>		10/17/11
	Other		10/17/11
	Other		10/17/11
	Other		10/17/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 31R014      **School Name:** P.S. 14

**Cluster:** 6      **Network:** 604

**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**

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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 ESL teacher provides home language data indicating the number of non-English speaking parents/guardians.
- School Registration data indicates the home language data which is given to the ESL teacher.
- The School Progress Report provides the demographic data percentages of enrollment for various ethnic groups.
- Oral feedback from parents attending various workshops. The ESL teacher provides home language data indicating the number of non-English speaking parents/guardians.

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.

- Parents indicated that more non-English speaking parents would attend the various workshops and trainings with written communication sent in Spanish informing of upcoming workshops and school business.
- The entire School Progress Report was discussed during the October 2011 P.T.A. meeting.
- The Parent Coordinator meets with parents providing information about school findings and school business.

## Part B: Strategies and Activities

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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.

In-house staff provides written translation services for parents and/or guardians. All written communication to parents and/or guardians is provided in both English and Spanish and other languages when possible. If need be we will call the NYCDOE Translation Unit for translations via phone.

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.

In-house staff provides oral translation services for parents and/or guardians. Oral interpretation is provided by in-house staff during all P.T.A meetings, parent workshops, and Parent/Teacher Conferences. A member of the Parent's Association is also available for oral translations as needed.

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 whose primary language is one of the eight most common languages are informed of their right to interpretation services when registering students into the school.
- The eight covered languages are conspicuously located near the main entrance lobby of the school indicating that a copy of the Language Assistance Notification can be obtained in the Main Office.



## 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: Public School 14	DBN: 31R014
Cluster Leader: Jose Ruiz	Network Leader: Rich Gallo
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:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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:
# of certified ESL/Bilingual teachers:
# of content area teachers:

### 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: Title III funding will be used for an after school program for LEP/ELL students in grades 2-5. The after school program will be aligned with the standards-based literacy curriculum and comprehensive core math program (Everyday Mathematics). It will provide supplemental support for the LEP/ELL students in ELA, Math and the content areas of Social Studies and Science.

The goal of the program is to promote and enhance language development, increase knowledge in the application of literacy strategies and skills, and improve number sense and problem solving techniques. A total of 30 students will be invited to participate in this program. The students will be split up into three different classes according to their grades/age levels: 2nd grade class; 3rd and 4th grade class, and a 5th grade class. Instructional planning for this program will be developed by the instructional supervisor along with our school's ESL Teacher and other qualified teachers in the program in a collaborative teaching setup. Instruction in ELA and the content areas will be planned accordingly to meet the needs of the learners with emphasis on developmental characteristics, writing, building comprehension strategies and speech emergence. In mathematics, instruction will be designed to support the school-wide focus on number sense, critical thinking skills in problem solving and supplemental strategies that connect with Everyday Mathematics. The after school program will allow students to develop mastery through rigorous practice.

Title III Funds will purchase for PS 14 ELL after school program: notebooks, folders, markers, pencils, chart paper, construction paper, dry erase markers and erasers, incentives, index cards and certificates.

The program will run for eighteen weeks, two days each week (Mondays and Tuesdays), two hours per day. The program will begin in November 2011 through the second week of May 2012. Parents will be given the opportunity to improve with their own English language acquisition as well as ways to help their children as English learners at home through a series of four workshops based on home school connections. This piece will be provided through several sources to include, but not limited to Network 604 Achievement Coaches and in-house experts.

### 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

### **Part C: Professional Development**

Begin description here: Professional Development will be an integral part of supporting LEP/ELL students throughout the 2010-2011 academic year. On-going professional development activities will be provided for staff members during the school day through ELL Study Groups. These study groups will read professional literature and articles on the most effective ways to working with LEP/ELL students. The study groups will be designed to support the staff in learning the most appropriate ways of determining student performance growth by training the staff various ways of monitoring for success. The study groups will also increase school-wide collegiality, improve instructional practices and overall assessments of all LEP/ELL students.

Professional Development for the LEP\ELL After-School Program will include training with Hampton Brown's Into English Program and training with websites having to do with language acquisition to enhance and improve student performance. The after school supervisor will play a major role in providing training on HB's Into English and approving websites for students to research and work out of. Training activities will be based around strategies that are most effective with small group instruction focusing on language development and assessing Second Language Learners using Running Records.

A total of three (3) staff members will teach during the LEP/ELL After-School program. Staff members include common branch licensed teachers and one Supervisor with an administrative / supervisory license. PS 14 will need a supervisor because no other program will be running at the same time as our ELL program. The supervisor will implement the Title III program based on our Title III plan, will evaluate the teachers and will ensure that the program is being done according to the plan.

Professional Development will begin with a two (2) hour Orientation on December 5, 2012.

The Literacy Coach will also provide Professional Development during the regular school day on strategies that support LEP/ELL students.

The Network 604 Support Staff will also provide assistance with facilitators for Professional Development.

### **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: Parents will be given the opportunity to improve with their own English language acquisition through ESL classes offered on Tuesdays and Thursdays from 8:30 AM to 11:00 AM. We will also seek ways to help their children as English learners at home through a series of four workshops based on home school connections. This piece will be provided through several sources to

**Part D: Parental Engagement Activities**

include, but not limited to Network 604 Support Staff and in-house experts. Letters will be sent out to parents in different languages to notify them of all activities mentioned.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		