



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** PUBLIC SCHOOL 14 (SENATOR JOHN D. CALANDRA)

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08X014

**PRINCIPAL:** IRA SCHULMAN      **EMAIL:** ISCHULM@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** TIM BEHR

**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
Ira Schulman	*Principal or Designee	
Elaine Primavera	*UFT Chapter Leader or Designee	
Judy Gennarelli	*PA/PTA President or Designated Co-President	
Kathleen Intravaia	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Irene DeNobile	Member/Teacher	
Linda Brown	Member/Teacher	
Rosemary Navatta	Member/DC 37	
Isa Tejada	Member/Parent	
Nik Gradanski	Member/Parent	
Joe Vento	Member/Parent	
Christine Wilcox	Member/Parent	
Carol Tremelling	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- By June 2012 our students taking the ELA will demonstrate progress towards achieving state standards as measured by a 12% increase.

### **Comprehensive needs assessment**

After conducting a three year trend analysis of student performance data on state assessments, it was determined that all student groups showed an increase in performance on Acuity prediction and diagnostics, New York State School Report Card, New York City Progress Report, the New York State ELA Test, Running Records, Inquiry Team findings, DRA, and ARIS.

According to the New York State English Language Arts Assessment s 46.3% of students were proficient and only 55.5% of the students made a year's growth within a school year according the New York City Progress Report.

### **Instructional strategies/activities**

#### **Activity #1**

**Introduction and implementation of Teachers College Reading and Writing practices and Curriculum Mapping with teacher enhancing for our student population.**

- **Professional Development**-Our ICT classes participating in the Teacher's College Inclusive Classrooms projects during this school year.
- **An on-site TC staff developer scheduled for twenty visits to enhance our literacy instruction.**
- **All staff participates in one Teacher's College Academy for Reading and Writing. Lesson Study, Inquiry team focusing on content area words.**
- **Target Population**- All students Kindergarten through Fifth Grade.
- **Responsible Staff Member**- Principal, Assistant Principal, TC Staff member, Grade level Literacy Coordinators.
- **Implementation Timeline**- September 2011 through May 2012

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

- In conjunction with the PTA, hold Parent Workshop on ELA and ESL at-home strategies
- Increase communication with by sending home 'The Week in Review' for grades 3-5
- Increase the number of family engagement activities

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

-Some strategies are attendance at TC Calendar days, common planning time, frequent feedback for teachers, class inter-visitations, professional development.

**Service and program coordination**

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

**Budget and resources alignment**

- Tax Levy Money, Tax Levy Children First Intensive.
- The allocated funds were used for supervisor and teacher per session, materials/ resources, technology, substitutes for teacher coverage due to PD.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- By June 2012 our students taking the Math will demonstrate progress towards achieving state standards as measured by an 8% increase.
- 

**Comprehensive needs assessment**

After conducting a three year trend analysis of student performance data on state assessments, it was determined that all student groups showed an increase in performance on Acuity prediction and diagnostics, New York State School Report Card, New York City Progress Report, Inquiry Team finding and ARIS.

According to the New York State Math Assessment 58.7% of students were proficient in Math. The New York City Progress Report indicates only 60% of the students made a year's growth within a school year.

**Instructional strategies/activities**

.Activity #1

**Professional Development-** We have an AUSSIE Math consultant. He is giving in class support, workshops on the EDM Implementation/ Math Constructivism. He also made curriculum maps to correlate with the Common Core Standards. Network 607 is giving us in school support, trend analysis for the Math assessment. Supplemental Kaplan Advantage for Math.

**Target Population-** All students Kindergarten through Fifth Grade.

**Responsible Staff Members-**Principal, Assistant Principal, Classroom teachers, Consultants, and Network 607.

**Timeline for Implementation-**September 2011 through May 2012.

**Strategies to increase parental involvement**

- In conjunction with the PTA, hold Parent Workshop Math at-home strategies
- Increase communication with by sending home "The Week in Review" for grades 3-5
- Increase the number of family engagement activities

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

Some strategies are attendance at TC Calendar days, common planning time, and frequent feedback for teachers, class inter-visitations, and professional development.

**Service and program coordination**

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

**Budget and resources alignment**

- Tax Levy Money, Tax Levy Children First Intensive.
- The allocated funds were used for supervisor and teacher per session, materials/ resources, technology, substitutes for teacher coverage due to PD.

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

- Students with disabilities will increase by 10% in the ELA.

#### **Comprehensive needs assessment**

After conducting a three year trend analysis of student performance data on state assessments, it was determined that all student groups showed an increase in performance on Acuity prediction and diagnostics, New York State School Report Card, New York City Progress Report, Running Record, Inquiry Team finding DRA, and ARIS.

According to the New York State English Language Arts Assessment 17% of Special Education students were proficient in ELA.

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

##### **Activity #1**

- **Professional Development**-Our ICT classes participating in the Teacher's College Inclusive Classrooms projects during this school year.
- **An on-site TC staff developer** scheduled for twenty visits to enhance our literacy instruction by following the Teachers College model.
- **Intensive phonics instruction** by our AIS Provider. Teacher College Curriculum Map, RTI program being implemented in classrooms. Kaplan ELA Advantage.

**All staff participates in one Teacher's College Academy for Reading and Writing.**

**Target Population- Students with Disabilities in Grades Kindergarten through Fifth.**

**Responsible Staff Members-Principal, Assistant Principal, Classroom teachers, Consultants, and Network 607.**

**Timeline for Implementation-September 2011 through May 2012.**

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

- In conjunction with the PTA, hold Parent Workshop Math at-home strategies
- Increase communication with by sending home "The Week in Review" for grades 3-5
- Increase the number of family engagement activities

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

Some strategies are attendance at TC Calendar days, common planning time, and frequent feedback for teachers, class inter-visitations, and professional development.

#### **Service and program coordination**

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

**Budget and resources alignment**

- Tax Levy Money, Tax Levy Children First Intensive
- The allocated funds were used for supervisor and teacher per session, materials/ resources, technology, substitutes for teacher coverage due to PD.

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

- Increase the number of parents participating in school wide activities.

**Comprehensive needs assessment**

- After analyzing the 2010-2011 Survey we want to have an increase in parents taking the survey, to help better evaluate school systems.

**Instructional strategies/activities**

**Activity #1**

**Use School Messenger to inform parents of upcoming events. For example: movie nights, dances, dismissal procedures inclement weather and attendance.**

**PAW Awards that are given out monthly.**

**Twice a year we will have Family Craft Night, Movie Night, Jeopardy, and Talk to the Principal Nights with Mr. Schulman.**

**In the Spring, there will be a Carnival in the school's yard.**

**Valentine's Dance in February.**

**Strategies to increase parental involvement**

- Increase the number of parental engagement activities
- Monthly school news letter
- Monthly awards assemblies
- Winter and Spring Concerts

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

Some strategies are attendance at TC Calendar days, common planning time, frequent feedback for teachers, class inter-visitations, parent workshops for all CORE subjects ranging in all grade levels and ARIS Parent Link workshops

**Service and program coordination**

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

**Budget and resources alignment**

- Tax Levy Money, Tax Levy Children First Intensive
- The allocated funds were used for supervisor and teacher per session, materials/ resources, technology, substitutes for teacher coverage due to PD.

**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>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>	7	7	<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>	1		1	
<b>3</b>	5	5	<b>N/A</b>	<b>N/A</b>			1	
<b>4</b>	4	4						
<b>5</b>	8	8			2			
<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
ELA	<p><b>-90 minute Balanced Literacy Block supported with Teacher’s College</b>  <b>-Reading Rods Fluency Program is done in small group during the school day.</b>  <b>-Students receive small group instruction based on needs. Students receive Fountas Pinnell Word Study Program and Leveled Literacy Instructional Program.</b></p>
Mathematics	<p><b>-Focus Math Intervention is done in small group during the school day.</b>  <b>-90 minute Math block.</b>  <b>-Small group instruction focusing on individual needs using manipulative, reteaching, technology, and math games.</b>  <b>-Differentiated instruction in all math classes through frequent content and skills based assessment.</b></p>
Science	<p><b>-Network support staff and the administration push in the classroom based on teacher need and recommendations.</b></p>
Social Studies	<p><b>-Network support staff and the administration push in the classroom based on teacher need and recommendations.</b></p>
At-risk Services provided by the Guidance Counselor	<p><b>-Small group focusing on students needs.</b>  <b>-School counselors will provide guidance and crisis counseling services during the school day, one period a week or more based on referrals by the Crisis Intervention Team.</b>  <b>-Students are assisted in learning how to deal with various personal issues including school, friends, family current events etc</b></p>

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>-School psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at-risk students. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student by suggesting additional student support services.</b></p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>-Social workers will provide counseling service to at-risk students and their families as needed. -Students are assisted in learning how to deal with various personal and family issues that are affecting student progress.</b></p>
<p><b>At-risk Health-related Services</b></p>	<p><b>-Health related services are offered during the school day, one period a week or as needed to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to cope with health related issues such as diabetes, and asthma.</b></p>



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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>607/E. Myers</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>014</b>
School Name <b>Senator John D. Calandra Elemmentary</b>			

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

Principal <b>Ira Shulman</b>	Assistant Principal <b>Elizabeth Falzone</b>
Coach	Coach
ESL Teacher <b>Marcella Capobianco</b>	Guidance Counselor <b>Ms. Santos</b>
Teacher/Subject Area <b>Laysa Almonte - ESL</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Eveline DeStefano</b>
Related Service Provider <b>t</b>	Other
Network Leader <b>Elmer Myers</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</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>8</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>597</b>	Total Number of ELLs	<b>39</b>	ELLs as share of total student population (%)	<b>6.53%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

ELL Identification:

When the parents or guardians come to P.S.14 to register their child, they are asked to complete a Home Language Identification Survey form. During the registration, a pedagogue interviews the parents and the child to obtain a clearer sense of their language proficiency and preference. If it is determined that the language spoken at home is a language other than English, the child is administered the LAB-R exam by a NYS certified TESOL teacher within ten school days. If the child passes the LAB-R exam, the ELL identification process ends.

If the child fails the LAB-R exam, and the child's home language is Spanish, the Spanish LAB is given, according to the Chancellor's regulations. The results of the two tests determine if the child is designated as an ELL student.

Prior to the NYSESLAT testing period, the NCLB Disaggregation Groups Report (RDGS) and the LAB-R, NYSESLAT Exam History Report (RLAT) ATS reports are run to ensure that all the current ELLs receive testing and are properly scheduled during the statewide scheduled testing period, keeping in accordance to any IEP needs for those ELLs who have testing accommodations. The Speaking component of the NYSESLAT is administered individually to each student in a quiet room without any interruptions by one of the 2 ESL teachers. The Listening, Reading and Writing components are separately administered according to grade in quiet locations keeping in accordance with any IEP needs and special testing accommodations. The school testing coordinator actively monitors the administration of the 4 components of the NYSESLAT to ensure that all entitled ELLs receive the full battery of testing.

Parental Choice:

Once the ELL designation is made, the parents are contacted by letter and invited to the school for the parents' orientation. The three program models are explained (Bilingual Transitional, Dual Language, and ESL) in the parent's own language, and the video further explaining the programs is shown. These orientations are ongoing during the school year as newly enrolled students arrive.

The parents are asked to fill out a parental survey and program selection form, stating their preference for one of the three programs. If the parents chose the freestanding ESL program, the child is assigned a classroom and a schedule is prepared for the child to receive ESL instruction. All written, given in both English and the home language, are given to each parent. After discussions with the ESL teachers and the parent coordinator, parents make their program choice.

If the parent chooses the bilingual or dual language programs, the parents are given the choice to register their child in another school in the district that offers the program of their choice. P.S.14 is not offering a bilingual program for the school year 2011-2012. The school does not have the required 15 students in a grade or in two contiguous grades to form a bilingual class.

If a TBE/DL program becomes available, completed Home Language Surveys on file will be reviewed and those who wish to be enrolled in this program will be contacted by the parent coordinator and ESL staff.

In the past three years, two sets of parents have requested a bilingual program for their child. Since P.S.14 has not had a bilingual program, the children were referred to another school with a bilingual program and were accepted.

Parents of students that are entitled to receive ESL services are sent the entitlement letter stating that their child's placement and will be enrolled in the ESL program. If they are a continuing student, parents are sent a Continued Entitlement letter. Parent Surveys and Program Selection forms are distributed at the Parent Orientation meeting and collected the the orientation as well. If a parent

needs more time to review the choices, they may return the forms within 2 days. If not returned, they will be contacted by the parent coordinator. All completed forms are stored in the 2011-2012 ESL Compliance Binder, along with copies of all placement letters, entitlement letters and continued entitlement letters.

With every new student admit, the previous 12 months of Parent Selection Forms are reviewed to determine the trend in parental choice.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	5	9	5	7	8	0	0	0	0	0	0	0	39
<b>Total</b>	5	5	9	5	7	8	0	0	0	0	0	0	0	39

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	8
SIFE	0	ELLs receiving service 4-6 years	20
		Special Education	11
		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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	27	0	5	12	0	5	0	0	0	39
Total	27	0	5	12	0	5	0	0	0	39

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

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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	5	7	4	6	7								33
Chinese	1		2											3
Russian														0
Bengali						1								1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1									2
<b>TOTAL</b>	5	5	9	5	7	8	0	0	0	0	0	0	0	39

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Paste response to questions 1-7 here

P.S.14 uses a free-standing ESL program that follows the push-in model. The ESL teacher pushes in and works with the students in their self contained classes. Most groups are heterogeneous, with mixed proficiency levels. The ESL teacher both differentiates instruction and facilitates the group following the content taught by the classroom teacher.

The ESL teacher follows the school schedule to ensure that all ESL students receive the mandated units of ESL instruction. The ESL teacher schedules her preparation periods to coincide with the classroom teacher to facilitate common planning. Where possible, bilingual content materials are made available by the ESL teacher to insure student learning.

In addition to the push-in program, the ESL teacher works with small groups to provide specific instruction using ESL strategies. ESL programs used by the ESL teacher include Amazing English, From Reading to Writing, Ready to Write, Vocabulary Power, and Adding English.

Instruction for the different sub-groups of ELL students is differentiated as follows:

- a. SIFE students- Extra assistance will be offered in many areas. One on one peer tutoring will be provided. The SIFE student can participate in after school programs (extended day) offered on Tuesdays, Wednesdays, and Thursdays from 2:40 to 3:20.
- b. For an ELL student in the United States schools less than three years, the extended time program which meets 2 times a week from September through June, the extended day program, and peer mentoring will be offered. Vocabulary building will be the core of the ESL instruction for this group.
- c. For ELL students who are in the ESL Program for 4 to 6 years, the extended time program, the extended day program, Saturday Academy, and the required units of ESL instruction are provided. These students are immersed in vocabulary development and test preparation.
- d. Long term ELL students, those with more than 6 years of ESL instruction, are provided with all the programs and opportunities that are offered to other ELL students, in addition to targeted instruction based on their individual needs as noted by their NYSESLAT scores.
- e. Students who are identified as having special needs are provided with extra assistance. They are given extra time to complete their tasks and are grouped in small groups so that they can receive individual assistance.

If the number of ELL students in two continuous grade levels reaches 15, a self contained ESL or bilingual class will be created, according to parents' preference.

Description of the Programs:

English as a Second Language instruction will be designed to develop students' skills in listening, speaking, reading, and writing

## A. Programming and Scheduling Information

the English language. The ESL teacher will be using ESL strategies while providing the regular content that all students receive in their classroom.

The ESL free standing push-in program will be serviced by a licensed ESL teacher. Using ESL methodologies and strategies, the ESL teacher will work with the self-contained monolingual teacher to service the students in his/her room. Common planning and articulation periods for ESL and classroom teachers will be designated in order to maximize English language acquisition for ELL students. The ESL teacher will work with his/her target group, using ESL strategies while the classroom teacher provides instruction in the literacy, mathematics, and other core areas of the curricula.

Students in the beginning and intermediate levels of language development will receive two units (360 minutes) of ESL instruction, and students at the advanced level will receive one unit (180 minutes), as prescribed by the Commissioner's Regulations Part 154.

English Language Arts (ELA) instruction will be provided to students at the intermediate and advanced levels of English language proficiency for a minimum of one unit of study or its equivalent. In the content area instruction, ESL strategies will be infused to maximize comprehension and cognitive development. Students with Interrupted Formal Education (SIFE) will be provided with additional instructional time. Extended day programs, one to one tutoring, peer tutoring, and Saturday academies will be provided for this purpose. Native language support is provided through the classroom libraries where a selection of Spanish language books that are reading level and grade appropriate. In addition, students are encouraged to celebrate their native heritage through school assemblies and programs.

Targeted intervention programs include AIS for all content areas that meet 2 times a week. The extended time program meets 2 times a week. One on one tutoring is also in place for selected students that meets once a week.

The plan for continuing transitional support includes classroom differentiation of lessons to support the continuing needs of language support for the ELL students. During the extended day program, the ELL students are grouped together with an ELL teacher. The ESL teachers will continue to provide support in the classroom for those ELLs still not proficient.

No programs will be discontinued during the school year 2011-2012.

All students, regardless of status, are eligible for all school programs. Those programs include AIS, Extended Day, Music Programs, and Sports teams.

Instructional materials available to ELLs include Wilson Foundations, "On the Way to English", Fountas and Pinnell, Rosetta Stone, and Word Work.

Where ever possible, native language support is offered with bilingual content materials by the ESL teacher to insure learning. Instruction in the student's native language is utilized when necessary to clarify any questions or unclear materials to the student. Books in the native language, in appropriate grade and reading level, are made accessible in the school library to support literacy goals as well.

### 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
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0
0	0
0	0

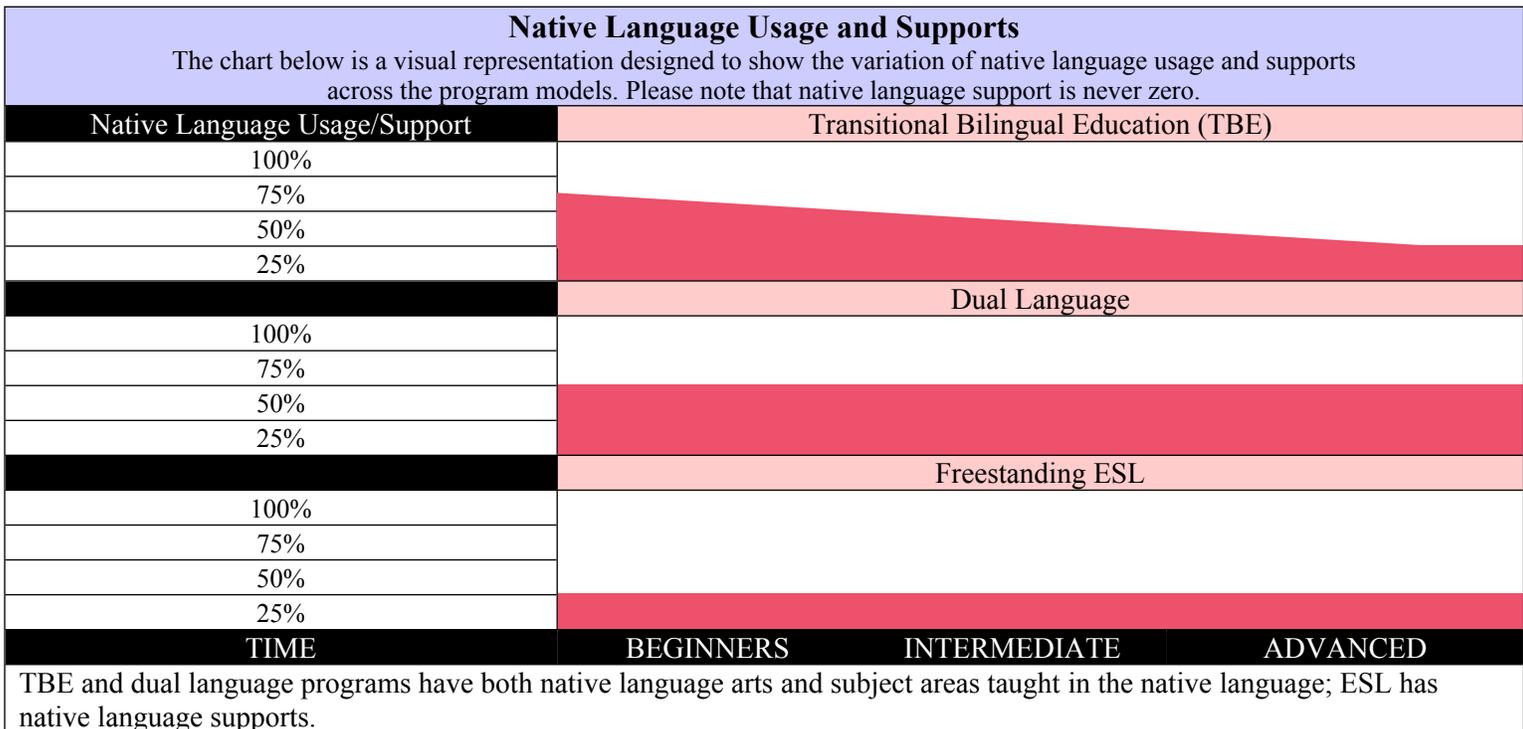
Class/Content Area	Language(s) of Instruction
0	
0	0
0	0
0	0
0	0
0	0

0	0
0	0

0	0
0	0

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



## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## 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?

Paste response to questions 8-17 here

P.S.14 uses a free-standing ESL program that follows the push-in model. The ESL teacher pushes in and works with the students in their self contained classes. Most groups are heterogeneous, with mixed proficiency levels. The ESL teacher both differentiates instruction and facilitates the group following the content taught by the classroom teacher.

The ESL teacher follows the school schedule to ensure that all ESL students receive the mandated units of ESL instruction. The ESL teacher schedules her preparation periods to coincide with the classroom teacher to facilitate common planning. Where possible, bilingual content materials are made available by the ESL teacher to insure student learning.

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If the number of ELL students in two continuous grade levels reaches 15, a self contained ESL or bilingual class will be created, according to parents' preference.

Description of the Programs:

English as a Second Language instruction will be designed to develop students' skills in listening, speaking, reading, and writing the English language. The ESL teacher will be using ESL strategies while providing the regular content that all students receive in their classroom.

The ESL free standing push-in program will be serviced by a licensed ESL teacher. Using ESL methodologies and strategies, the ESL teacher will work with the self-contained monolingual teacher to service the students in his/her room. Common planning and articulation periods for ESL and classroom teachers will be designated in order to maximize English language acquisition for ELL students. The ESL teacher will work with his/her target group, using ESL strategies while the classroom teacher provides instruction in the literacy, mathematics, and other core areas of the curricula.

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## 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.

Paste response to questions 1-3 here

P.S.14 has developed a professional development plan which includes all staff members who work with ELL students, including classroom teachers, cluster teachers, educational assistants, parent coordinator, counselor, and all other staff members. Areas covered in the staff development include ESL and the content areas, the facilitation of language development, instructional adaptations for ELL's, differentiated lesson planning, communicating with parents, and ELL's in special education programs. The topics included are the theory of 2nd language acquisition, lesson planning using ESL methodology such as TPR (Total Physical Response), and the identification and placement of ELL students.

The ESL teacher is regularly sent to professional development throughout the school year. The ESL teacher shares the information received providing professional development for all teachers of ELL students in our school. This training is provided during professional development days and other times.

The certified ESL teacher will provide professional development to the classroom teachers to assist them in preparing differentiated lesson plans for ELL's. Staff development for teachers to learn ESL methodologies and strategies will also be provided. Topics covered during the scheduled staff development include the process of identifying and placement of ELL students, the social difficulties faced by immigrant children as they strive to adjust to a new country, and the challenges faced by language minority children as they experience what is known as "Language Shock". In addition, the obstacles the ELL students encounter in their efforts to become proficient in the English language and how teachers can help their ESL students overcome some of the barriers is discussed.

Various forms of differentiated instruction discussed include the use of seating arrangement to improve the opportunities for interaction and acquisition of education in the context of social climate, the use of cognates to facilitate vocabulary development, and promoting a safe environment where ELL students feel free to take risks as they engage the new language.

The critical aspect of the relationship with the parents is covered as well as how to communicate effectively with both parents and caregivers. The use of cooperative learning to promote interaction among students and the development of scaffolding activities will help ELL students organize their thoughts and develop comprehension.

Teachers working with ELL students will take advantage of staff development opportunities offered by School Support Organizations as well.

Professional development on differentiated instruction in ESL is provided for all teachers, since most classrooms are composed of students with varying levels of English proficiency. The ESL teacher will participate in common grade planning periods, grade conferences, staff retreats, as well as one-on-one conferences with teachers of ELL's as needed.

Staff members, including the parent coordinator and aids, are supported by the school administration by having time allocated for professional development with the aim of advancing ELL's in the different disciplines. The school administration makes out of school professional development opportunities readily available for teachers with ELL population, as well as assuring that ESL teachers are available to participate in grade planning during common preparation periods through out the week.

In order to comply with the mandated requirement of 7.5 hours of ELL professional development for staff members, the staff members of PS14 attend workshops such as English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement, Improving the Academic Outcomes for SWD's and ELL's, Integrating the Common Core into the ESL curriculum, English Language Learners and the Mathematics Curriculum.

All professional development periods require teachers to complete a sign in sheet to verify their attendance. Approximately \$1500.00 of Title III funds have been set aside for staff development.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

December - May period. Refreshments and materials will be provided for the parents.

## 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?

Paste response to questions 1-4 here

P.S.14 has set aside \$1500.00 of the Title III funds for parental involvement and instruction. A program of adult instruction is in place to help the parents of our student provide assistance to their children to complete homework. Workshops will be taught by the NYS certified Bilingual/ESL teacher on staff. A series of eight workshops, each lasting three hours will be offered to the community during the December – May period. Refreshments and materials will be provided for the parents.

P.S.14 is in partnership with Learning Leaders, Metro Plus Health Services, and Our Child Safety Services to assist parents with school related issues. A program of adult education is in place to help parents provide assistance to their children in completing homework and other academic related issues. Workshops and meetings are held by the parent coordinator and a NYS certified bilingual/ESL teacher on staff. A series of ESL workshops are offered to the community directly related to ESL issues and concerns.

A parent survey was created to establish parental needs. These are being addressed in the meetings and workshops offered during the school year 2010-2011, which include:

- |  |              |
|--|--------------|
| • Open School Week                       | 9/19-23/2011 |
| • ARIS-student academic history          | 9/23/2011    |
| • ESL Parent Workshop                    | 12/8/2011    |
| • Fast Food Nation                       | TBD          |
| • Homework Help                          | TBD          |
| • Parent Volunteer Training              | TBD          |
| • IEP/ELL                                | TBD          |
| • Child Abuse                            | TBD          |
| • Special Needs                          | TBD          |
| • Developing Young Readers               | TBD          |
| • Reading to Learn                       | TBD          |
| • ARIS Parent Link                       | 11/16/2011   |
| • Help your child "Write from the Start" | TBD          |
| • Helping your child grow as a writer    | TBD          |
| • Math workshop                          | TBD          |
| • Anti-stress workshop, parent and child | TBD          |
| • Healthy eating                         | TBD          |

Additional ESL workshops will be held for parents through out the year. Other topics of interest, such as the transition from elementary to middle school, will be offered.

All meetings and workshops are offered to the entire community with bilingual support is always available.

## 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?
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4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

P.S.14 has set aside \$1500.00 of the Title III funds for parental involvement and instruction. A program of adult instruction is in place to help the parents of our student provide assistance to their children to complete homework. Workshops will be taught by the NYS certified Bilingual/ESL teacher on staff. A series of eight workshops, each lasting three hours will be offered to the community during the December – May period. Refreshments and materials will be provided for the parents.

P.S.14 is in partnership with Learning Leaders, Metro Plus Health Services, and Our Child Safety Services to assist parents with school related issues. A program of adult education is in place to help parents provide assistance to their children in completing homework and other academic related issues. Workshops and meetings are held by the parent coordinator and a NYS certified bilingual/ESL teacher on staff. A series of ESL workshops are offered to the community directly related to ESL issues and concerns.

A parent survey was created to establish parental needs. These are being addressed in the meetings and workshops offered during the school year 2010-2011, which include:

- |  |              |
|--|--------------|
| • Open School Week                       | 9/19-23/2011 |
| • ARIS-student academic history          | 9/23/2011    |
| • ESL Parent Workshop                    | 12/8/2011    |
| • Fast Food Nation                       | TBD          |
| • Homework Help                          | TBD          |
| • Parent Volunteer Training              | TBD          |
| • IEP/ELL                                | TBD          |
| • Child Abuse                            | TBD          |
| • Special Needs                          | TBD          |
| • Developing Young Readers               | TBD          |
| • Reading to Learn                       | TBD          |
| • ARIS Parent Link                       | 11/16/2011   |
| • Help your child "Write from the Start" | TBD          |
| • Helping your child grow as a writer    | TBD          |
| • Math workshop                          | TBD          |
| • Anti-stress workshop, parent and child | TBD          |
| • Healthy eating                         | TBD          |

Additional ESL workshops will be held for parents through out the year. Other topics of interest, such as the transition from elementary to middle school, will be offered.

All meetings and workshops are offered to the entire community with bilingual support is always available.

## Part V: Assessment Analysis

### 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:

## 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.

Paste additional information here

ESL Program Type: Push-in

Proficiency Level: Beginning

School District: 8

School Building: P.S.14

Period and Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 8:30-9:15	Language Arts	ESLLanguage Arts	ESLLanguage Arts	ESLLanguage Arts	ESLLanguage Arts
2 9:15-10:05	ESL/Language	ESLLanguage Arts	ESLLanguage Arts	ESLLanguage Arts	ESLLanguage Arts
3 10:05-10:55	Writing	Writing	Writing	Writing	Writing
4 10:55-11:45	Social Studies	Social Studies	Social Studies	Science	Science
5 11:45-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
6 12:40-1:35	Math	Math	Math	Math	Math
7 1:35-2:30	Math	Math	Math	Math	Math

### NYSESLAT Modality Analysis

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

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4			5
4	4	4			8
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	1		4						5
4			5		3				8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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									0
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:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

English Language Learner students are assessed weekly and monthly to ensure increased rigor and support for higher standards in academic achievement. Teacher made tests are conducted weekly along with observations, student conferences, and portfolios. These assessment tools will aid both the classroom and the ESL teacher in planning and implementing differentiated instruction for the ELL population.

A school-wide ELA diagnostic assessment is provided for all grades in September to assess each child's strengths and weaknesses. Assessments in ELA are given bi-monthly to analyze progress. Based on these results, the students are grouped for reading. These assessment tools, along with the ACUITY assessments which are given to grades 3-5, and the quarterly assessment of Fountas and Pinnell reading levels in all grades aid the classroom teacher and ESL teacher in planning and implementing differentiated instruction for the ELL population.

The DRA assessments are given to all grades during the fall, winter, and spring of the academic year. The Kindergarten grade is provided this assessment two times, both in January and in the mandated spring. This assessment tool aids classroom teachers and the ESL teacher in determining the strengths and weaknesses that the students have in reading and writing during the early grades. These assessments aid classroom teachers in planning and differentiating instruction for the ELL students in their classroom.

Modifications are also considered when providing assessments such as separate location, a third reading of the listening section of the NYS ELA test, bilingual dictionaries, simultaneous use of an English test and an alternate language edition of the test, as well as oral translation for lower incidence language is provided. Written responses in the student's native language are also permitted.

The NYSESLAT is administered to all ELL students in the spring of each academic year. The results of this NY State test are used to determine entitlement and grouping for ESL instruction. ELL students are given extended time on other standardized tests as mandated in Commissioner's Regulations Part 154.

Data Analysis:

An ongoing analysis of the scores for all ELL students is conducted at P.S.14. Included in the analysis are the DRA results and the Inquiry team research which shows that the ELL population has not scored well on the New York State exams due to their lack of comprehension skills.

Analysis of the 4th Grade and 5th Grade students' NYSESAT and NYS ELA scores show some interesting corollaries. Most of the ELL students make gains from year to year in the listening and speaking areas of the NYSESLAT, while the reading and writing parts remain fairly consistent.

Through in-house studies, it was found the ELL students who have Fountas and Pinnell reading levels that correspond to their grade level score higher on the NYSESLAT and NYS ELA and Math exams.

The success of P.S.14's ESL program is measured by the individual student's advancement on the NYSESLAT exam and for those ELL students in the 3rd through 5th grades, a score of 3 or better on the NYS ELA and Mathematics exams.

## 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.

Paste additional information here

ESL Program Type: Push-in  
 Proficiency Level: Beginning  
 School District: 8  
 School Building: P.S.14

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4 10:55-11:45	Social Studies	Social Studies	Social Studies	Science	Science
5 11:45-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
6 12:40-1:35	Math	Math	Math	Math	Math
7 1:35-2:30	Math	Math	Math	Math	Math

## Part VI: LAP Assurances

School Name: <u>Senator John D. Calandra Eleme</u>		School DBN: <u>08X014</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ira Schulman	Principal		10/14/11
Elizabeth Falzone	Assistant Principal		10/14/11
Evelline DeStefano	Parent Coordinator		10/14/11
Marcella Capobianco	ESL Teacher		10/14/11
	Parent		1/1/01
Lysa Almonte/ELS	Teacher/Subject Area		10/14/11
Michael Newgaard	Teacher/Subject Area		10/14/11
	Coach		1/1/01
	Coach		1/1/01
Santos	Guidance Counselor		10/14/11
Elmer Myers	Network Leader		10/14/11
	Other		1/1/01

**School Name: Senator John D. Calandra Eleme**

**School DBN: 08X014**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 08X014      **School Name:** Senator John D. Calandra

**Cluster:** 6      **Network:** 607

**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.

Using the home language survey and the requests from parents, PS14 has assessed the need for parent corespondence to be in different languages. At the start of the school year, and a review each time a new student is enrolled, the home language surveys are reviewed as well as other parent requests. Based on these surveys, office staff is available to meet the oral interpretation requirements. Written translations are always available for all parent communication.

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.

A review of the home language surveys and the individual parent requests for written translation services has shown that the majority of the language needs are in Spanish. The remaining requests for translation are Chinese, Albanian, and Bengali. These results have been made public through the use of the school-parent newsletter "The Wolfpack News" which is published each month.

## 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.

P.S. 14 is providing the following written translation services:

- a. Letters to specific parents about a child's specific needs and/or problems in school
- b. Permission slip letters
- c. Congratulatory letters about specific children
- e. Newsletters - The Fourteener
- f. Informational about tools and strategies for parents
- g. Translation of the Parent Handbook

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.

P.S. 14 will provide the following interpretation services:

- a. Parent-Teacher Night, translators needed for parents who do not speak English, primary need is for Spanish
- b. Registration-Office personnel who can communicate with parents who do not speak English
- c. When parents come in to pick up their child before dismissal
- d. Parent workshops-Translators needed at all workshops
- e. Translators are present to explain procedures and programs, or in the case of an emergency
- f. Parent coorespondence translated into the appropriate language based on the Home Language Survey or parent request

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>.

P.S.14 makes available:

- a. Spanish speaking office assistants to handle the needs of parents who call or visit the office.
- b. Supplies and Materials-Bilingual dictionaries: Spanish-English, Chinese-English, Albanian\_English, Vietnamese-English, and Bengali-English
- c. Computer language programs in needed languages other than English
- d. Computer math programs in needed languages other than English





## 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:

1. Organization of ESL Program: The Freestanding ESL Program at PS 14 is a Push-In program, grouped heterogeneously by grade. Beginning and Intermediate ELLs receive 8 periods per week and Advanced ELLs receive 4 periods per week of instruction from the ESL teacher, as per Part 154.
2. Scheduling : At PS 14, ESL students in grades receive Push-In ESL instruction in their General Education classrooms in a co-operative teaching setting along with the ESL teachers who services the lower grades K-2 or the upper grades 3-5 as appropriate. For those ELLs receiving 8 periods of instruction, the majority is during the Literacy and Writing blocks which incorporates English Language Grammar and Word Work with the rest of the periods in the other content areas such as Math, Science, and Social Studies. The ELLs receiving 4 periods receive instruction during Literacy blocks and receive extra support in other subject areas as necessary.
3. Content area instruction: Content area instruction for all grades stresses the acquisition of academic vocabulary through extensive scaffolding. Spanish books and pictures are available to assist students who need the native language support.

ESL strategies are infused into content instruction in the following ways:

- Teachers use realia
- Total Physical response for newcomers
- Teachers use visual, aural, and kinesthetic (i.e., hands on) modes of instruction to address multiple learning styles and multiple intelligences.
- Teachers scaffold the students' learning by modeling, bridging, and schema building
- Role playing
- Teachers differentiate instruction to meet individual student needs
- Teachers use the workshop model allowing for small group instruction and individual student conferencing

Here is a partial list of materials used in the PS 14 ESL program:

- Rigby, On Our Way to English

## Part B: Direct Instruction Supplemental Program Information

- Leveled readers
- Trade Books
- Picture Dictionaries, newspapers and magazines
- Charts, globes, photos
- Computers
- Jazz chants
- Music and lyrics
- Scaffolding with use of songs, chants, movement, visuals and realia
- Use of graphic organizers for reading and writing instruction
- Role playing and Readers Theater experiences
- Use of games and manipulatives to stimulate speaking, listening, reading, and writing skills
- Use of pictures, journals, stories, and other prompts for continued writing practice.

Most of our emphasis in ESL instruction this year focuses upon the skills of Reading and Writing. Where necessary, direct phonics instruction is coupled with reading strategies practice. Writing and editing skills are practiced during every lesson. The Rigby ESL Program, On Our Way To English, incorporates Shared Reading and writing, as well as content area, phonics skills, and test preparation in a way that gives ELL's extra classroom support.

#### 4. ESL Subgroups:

a. This year, there are no SIFE students at PS 14.

b. For newcomers, PS 14 provides the following:

- Extended Day Program, where the student practices vocabulary and pronunciation with the teacher and the Rigby computer program, On Our Way to English
- Language games and role playing activities to help bolster students' self-esteem
- Songs and finger plays
- Role playing
- Classroom is organized so that there is lots of interaction with peers and teacher to foster the development of academic concepts and language
- Use of Native Language is encouraged to support English language acquisition, both spoken and

## Part B: Direct Instruction Supplemental Program Information

written

- Teachers build upon what students already know to help them gain confidence and value themselves as learners.
- Use of graphic organizers and extensive modeling for written work, to help prepare for ELA

c./d. For ELL's of 4-6 years and for long term ELL's, PS 14 offers the following:

- All of above, plus:
- Academic Intervention Services (AIS and SETTS)
- Test Preparation Programs. These programs are conducted in conjunction with At-Risk programs for the general school population.
- The ESL teacher supplements these programs by providing additional test prep materials for her students that are adapted especially for them.
- Vocabulary is repeated naturally as it occurs in content area studies.

In addition, if a child has been enrolled in the ESL program for three years or more, the ESL teacher completes a Request for Extension of Services.

e. At PS 14, all ELL's with IEP's (whether in SETTS or self contained Special Ed classes) work with Regular Ed ELL's in small heterogeneous ESL groups. The ESL Teacher and Special Ed and Inclusion classroom teachers conference weekly to share progress reports and coordinate instruction.

5. Targeted intervention for ELL's in Content Areas

a. ELA- Leveled readers, shared and guided reading, note taking skills, Making Words, Graphic Organizers, grammar games, vocabulary games, journal writing, writing prompts, shared and guided writing.

b. Math – Charts, graphs, word problem practice, Math Facts games

c. Science –Charts, pictures, realia, Concept Science, non fiction readings in Science, shared and guided writing, science vocabulary games

d. Social Studies – Globes, maps, charts, non fiction readings in social studies, social studies vocabulary games, "Where in the World?" game

School wide: All Students who need extra help go to Extended Day, which takes place Tuesdays, and Thursdays from 2:40-3:30PM. This is small group instruction that reinforces reading and math skills. Everyday Math is the general program at PS 14, with differentiated instruction to reach children at all levels. There is one AIS teacher for grades K-5. The upper grades have Kaplan test prep for the ELA and the McGraw-Hill program for Science. All programs are offered in English with some books in Spanish in

## Part B: Direct Instruction Supplemental Program Information

the content areas for native language support.

6. Students Reaching Proficiency in English: For students reaching proficiency, the ESL teacher monitors the children's progress and conferences with the classroom teacher on a bi-weekly or monthly basis, whichever applies to a particular student. We also make sure that these children continue to receive the test modifications they were entitled to as ELLs for two years after they have passed the NYSESLAT.

7. New Programs at PS 14 : For the 2011-2012 academic year, PS 14 has continued the AIS programs.

8. Discontinued programs: No programs have been discontinued at PS 14

9. After School Programs : All students, including ELLs, have equal access to all programs offered at PS 14. After school programs at PS 14 include:

- Extended Day
- The Y
- Test Prep for all standardized tests
- LEAP (computers, puppetry, dance)

10. Instructional Materials used to support ELL's

- Rigby, On Our Way to English
- Focus on Fluency
- Tales for Thinking
- Computer – CD ROM for On Our Way to English
- Globes, maps, charts
- Photos, realia,
- Leveled library, posters
- Making Words
- Puppets
- Writing prompts, journals

11. Native Language Support : Native language support is provided through trade books in Spanish, peer interaction with native Spanish speakers, and the teaching of cognates.

### Part B: Direct Instruction Supplemental Program Information

12. All support services and resources are age and grade appropriate.

13. Programs to assist newly enrolled ELL's : Before the start of the school year, when parents register their children in PS 14, they meet with our Parent Coordinator, Ms. Evelyn Perreira Destefano, who is bilingual and biliterate in English and Spanish. Ms. Perreira Destefano gives the parents information on how to help their children in school, where to find ESL programs for adults, and any other referrals parents might need. Our guidance counselor, Ms Santos, also provides counseling and referrals where needed.

### Part C: Professional Development

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

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

Begin description here: PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

At PS 14, the ESL teachers are the only staff members who have ESL certifications. There are no certified bilingual teachers, and no teachers who have the ESL extension. Nearly every teacher in P.S.14 has at least one ELL in his or her class. PS 14 conducts ESL training for those teachers. Collaboration with classroom teachers will continue to be a cornerstone of ESL professional development. The ESL teacher, in close cooperation with the classroom teacher, will plan academic language development for each student. This instruction will be closely aligned with the curriculum and the Common Core Standards. The ESL teacher and the classroom teachers will continue to meet through PD and common preps/grade meetings. Subject area vocabulary (mathematics, science, social studies, and reading sight words), plus reading and writing skills and strategies from the classroom teacher and specific ELL strategies from the ESL teacher. Professional Development for classroom teachers of ELLs will take place during and after the school day. Classroom teachers will have ample opportunity to observe the ESL teacher giving a lesson and to consult with the ESL teacher during common planning periods. In addition, PS 14 participates in The Aussie Program for both Literacy and Math areas. Both ESL teachers work closely with the Aussie Literacy Coach to develop appropriate Language and Literacy acquisition skills for the ELLs.

### 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: In addition to the numerous parent workshops that are offered to all PS14 parents such as Learning Leaders, Math parent workshops, and Literacy parent workshops, PS14 offers several workshops targeted toward parents of ELL's to assist in their child's academic achievement. Notification of the following meetings are given through the "Wolfpack News" and individual letters sent home.

- a. Coffee Breakfast for parents of ELL's-offered as an opportunity and gateway for parents to learn different methods and ways to aid their child at home with homework and to learn productive study habits. The ESL teachers and the parent coordinator are present to offer ways to improve student learning and offer web sites for added reference. These morning meetings are held quarterly and last for 45 to 60 minutes
- b. ARIS workshop in Spanish-Offered during the start of school, parent-teacher conferences, and following each release of ACUITY exam results. These are "hands on" workshops that are conducted in Spanish by the parent coordinator. Each parent is given the use of a computer and walked through the process of logging on and analyzing their child's test results. Special emphasis is given on the analysis of the future needs of each child to help the parent aid in their child's academic achievement.

**Part E: Budget**

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

Allocation Amount: \$11370

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>	0	
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	11,370.00	Services rendered by the AUSSIE literacy consultant to the ESL teachers to help design curriculum and teaching methods
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul>	0	

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11370

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
<b>TOTAL</b>	<b>11,370.00</b>	