



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 14Q, THE FAIRVIEW SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q014

PRINCIPAL: DR. ROSEMARY CIPRIANI-SKLAR

EMAIL: RSKLAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. MADELENE CHAN

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
Dr. R. Cipriani-Sklar	*Principal or Designee	
Mr. W. Andersen	*UFT Chapter Leader or Designee	
Ms. R. Arias	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Ms. Pucciarelli	Member/Teacher	
Ms. Haber	Member/Teacher	
Ms. Bommarito	Member/Teacher	
Ms. T. Martinez	Member/Parent	
Ms. M. Fernandez	Member/Parent	
Ms. M. Morocho	Member/Parent	
Ms. C. Sempertegui	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, there will be improvement in pedagogical practice as evidenced by 85% teacher participation in differentiated Common Core Professional Development curricular activities and by 75% of teacher observations reflecting improvement in pedagogical practice as a result of the P/D.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As we moved into the Common Core Standards and the teacher evaluation process, teachers and administrators reviewed the most recent New York State Provided Growth Data which included a growth score and growth rating with subgroup breakdowns for teachers. As was expected, the Special Education population, although making some progress, needs further support. Additionally, the schoolwide data for the most recent state ELA and Math scores were reviewed. Third graders made the least progress. On further research it appears that the newest test taking grade needs more support with rigor and developing independence in their students. It was determined that in order to make the greatest impact on student and teacher success, teachers would need professional development throughout the school year 2012-2013. This would enable teachers and their teams to receive more practice to meet the demands of the Common Core and to enable them to understand pedagogical strategies in relationship to teacher effectiveness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teacher teams as well as individual teachers will be provided opportunities to attend both in house and external professional development which will include research based activities provided by Teachers'College both on and off campus; specially trained professional developers from the Network who are Common Core Fellows and centers for P/D such as Bureau of Educational Research.
- Teachers have opportunities to self select professional development, as well as, attend faculty conferences on the Danielson Framework for Teaching. The school's focus on that framework is 1e, 3b, and 3d. The planned timetable for these activities will be from September 2012 through June 2013.
- Use of walk throughs and observations to monitor teacher practice, including those learned in P/D.
- Use of instructional strategies to meet targeted Special Education and ELL students.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
Parents will be informed during PTA Conferences of the school's plan to increase the Professional Development of its teaching faculty and explain the parents' role in supporting the school through continuous contact with their child's teachers, support of schoolwide activities and an increased involvement in their child's home and schoolwork.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Substitute teachers will be provided for faculty that make use of off campus professional development as well as in house professional development by Teachers' College.

Professional library books on teacher effectiveness will be purchased for the faculty. Budget categories used will include 337, 100, 451, 689; and per diem teacher regular grades absence coverage.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, content area instruction aligned to common core learning standards will result in increased student progress as measured by a 5% increase in student scale scores on the ELA State Exam.

Comprehensive needs assessment

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

As per the Common Core Standards expectations for more rigorous learning, teacher teams examined lessons planned in the content areas and will determine where more challenging and engaging work is needed on each grade. Content related units of study will be selected from the common Core Library and analyzed for pre-planning necessary especially for our high needs, at risk students who are Special Education or ELL's. Data from T/C Assessments, and predictives will drive decision making regarding needs of specific students.

Instructional strategies/activities

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

Our school population will take part in working on the content based rigorous units of study (2 in ELA and 2 in Math) selected from the Common Core Library. Additionally, teacher teams will insure students have access to grade level complex texts and review all curriculum maps in light of change to the state ELA and Math Exam.

Continued support for ELLs and special education students will be addressed through tiered intervention using lessons from on line websites, curriculum associates, options and GPS.

The timetable for this work runs from September 2012 through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents or students receiving tiered services are informed and given updates on their child's progress through in person conferences, letters and telephone conversations all of which are communicated in the parent's preferred language. The parent coordinator and the PTA will address the rigorous content curriculum at workshops and meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All students are insured of receiving mandated and at risk services. Teams of faculty coordinate the services. These teams are made up of guidance counselors, school psychologists, social worker, family worker and special service providers. A Content Specialist Data Team is in effect which determines how classes that require significant reading, writing and discussion should shift to the common core rigorous demands. Budget categories used to support service and program coordination are 100, 689 and 337.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2013, there will be a decrease in the achievement gap for ELL and SWD’s through an effective RTI model of multi-tiered prevention/intervention in Grades 3 – 5 in the area of literacy instruction as measured by a 5% increase in the scale scores of tested ELL’s and SWD’s on the ELA State Exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. Based on data from the most recent state test scores, as well as predictive and T/C Assessments, it appears that our special education students and ELL students perform less well than those in the “general population”. Therefore, there was a need to address this concern and create a goal for the school regarding the achievement and progress of these students.

Instructional strategies/activities

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

Students within level 1 and level 2 on ELA and Math State Exams will receive either Tier 2 or Tier 3 intervention services. Data collected from in class assessments and pre/post assessments, classwork, homework and low inference observations will drive instruction in both the classrooms and RTI rooms. Students will have additional support through Saturday Academy (ELL) and Early Bird Reading and Math help (Sp Ed, ELLs, Gen Ed) as well as peer tutoring and club hours. The timeline for implementation will be from October 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Parents of students receiving Tier 2 and Tier 3 services will be notified via letter and/or phone. Meetings will be held to explain these services and the progress being made by the children. Parents who request sitting in on classes may do so with permission of principal, teacher and student. Some workshops prepared for parents include “The Changing Curriculum”, “The Common Core Standards”, and “Homework as an Intervention”.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). The grade data teams, RTI coordinators, assistant principals, Principal and SBST will work together to insure seamless support for the students involved in RTI. The parent coordinator and family worker will support parents through workshops on working with students in need of intervention. The budget categories used to support this work are 100, 337 and 451.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, there will be an increase in the achievement of Black and Hispanic Grade 5 males as measured by a 5% increase in their scale scores on the ELA State Exams.

Comprehensive needs assessment

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

Based on data from test scores regarding achievement between gender, it appears that the males in grade 5 were lagging behind the girls in grade 5 in ELA. Predictives showed approximately the same results. Therefore, there was a need to address this concern and create a goal regarding the achievement and progress of grade 5 males.

Instructional strategies/activities

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

Grade 5 boys within level 1 and 2 range will receive intervention services in ELA. Data collected from periodic assessments throughout the year, classwork, teacher recommendations, homework and low reference observations will drive instruction in the classrooms and for intervention service periods. Boys will take part in Early Bird ELA instruction and peer tutoring as well as Boys and Books Clubs. Ticket to Read will be monitored. The timeline for implementation will be September 2012 through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents of Grade 5 boys will be notified of their participation in clubs and intervention services. Parent workshops around older boys and reading will be held. Librarian will support male interest in book activities and book purchasing. Open access library periods for boys and multi-media support will be used to increase male interest in reading and parent support of school activities for them. Parents will be able to borrow books from the school library and can make decisions about book choice at home by viewing our online library catalog.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). RTI coordinator, principal, Grade 5 Data Teams will work together to insure seamless support of boys and book activities. The parent coordinator and family worker will support parents through workshops. The budget categories used to support this work are 338, 451 and 689.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Various programs such as Ticket to Read, GPS, Options, Passport, shared writing, shared reading, read alouds, fluency	Small group and one to one intensive instruction	Service provided during school day (RTI sessions), before school (Early Bird) and in class (Tier 2)
Mathematics	Various programs such as Math Steps, Extensions in Math, Options, Wed based programs and curriculum associates	Small group instruction	Service provided during the school day – flexible group sessions
Science	Various materials such as Blast off science and curriculum associates	Small group instruction	Service provided during the school day – flexible group sessions
Social Studies	Various materials such as Geography materials from Herff-Jones , Blast off social studies and curriculum associates	Small group instruction	Service provided during the school day – flexible group sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent workshops, in class low inference observations, class lesson support, auditorium presentations	One to One and small group counseling	Service provided during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Public School 14Q will participate in city wide job fairs and check city website for new teachers applying for positions, as well as, for available ATR's. Potential teachers are also encouraged to visit P.S.14Q and see the learning environment and classroom teachers in action.

Additionally, P.S.14Q supports partnerships with colleges in order to provide a training ground for new teachers through the use of student teachers and student observers.

P.S.14Q is partnered with Teacher's College and maintains a strong network relationship for Professional Development opportunities. Professional development is differentiated based upon teacher strengths and areas of improvement.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology through parent workshops on Fridays and at PTA meetings. The parent school runs Monday through Thursday.
- 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 through meetings with SBST, through parent workshops and the parent school
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through seamless communication between home and school including translated letters and phone conversations.
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Our school will provide high quality curriculum and instruction consistent with the new Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers. This school is in good standing with the state;

Our school will support home-school relationships and improve communication by:

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

Our school will 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, through school based translation and use of the DOE translation and interpretation unit;
- 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, Parent-Teacher Conferences, Music Night, Spelling Bees, Geography Bees, Holiday Concerts, etc.;

Our school will provide general support to parents by:

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

II. Our Parent/Guardian Responsibilities:

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

III. Our 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Varleton McDonald	District 24	Borough Queens	School Number 014
School Name The Fairview School			

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

Principal Dr. R. Cipriani-Sklar	Assistant Principal Trudi Zeldin
Coach N/A	Coach N/A
ESL Teacher Ms. L. Fabricant	Guidance Counselor Ms. Jennifer Garcia
Teacher/Subject Area Mr. G. Scudero/S.S.	Parent Rosario Arias
Teacher/Subject Area type here	Parent Coordinator Cristina Cruz
Related Service Provider	Other type here
Network Leader Varleton McDonald	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	15	Number of certified bilingual teachers	11	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1605	Total Number of ELLs	500	ELLs as share of total student population (%)	31.15%
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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

Upon entering our school ESL teachers and trained reading specialists administer the home language identification survey and interview parents and children regarding previous education. Our ESL coordinator and LAP Team uses the Home Language Survey to determine if the child is eligible to take the LAB-R. LAB-R is administered within 10 days of entering and parents are informed of the results and placement options. The LAB-R are hand scored to determine placement into the proper class. Hispanic students who are ELL's are also given the Spanish LAB which is also hand scored. Oral interviews are given to parents and children to determine the dominant language. If necessary, translators are brought in or translations services are called for specific native languages as needed.

Once a month or as needed parent selection meetings take place so parents can choose the type of service model they prefer. To ensure parent choice, parents are provided with a translator at registration to help them complete the paperwork. The parent coordinator and ESL teachers explain the programs available in our school and also in the NYC school system. Oral interviews with parents in their home language using a translator enable the school to get a clear idea of parents needs and concerns. Parents of new admits are invited to watch a NYC video describing programs available. Newcomer parents are invited to parent choice meetings to view the NYC cd in their language. ESL teachers and the parent coordinator answer any questions or concerns parents may have. For parents who cannot come to the meeting, paperwork is sent home and a phone session is arranged to assist the parent with choice options. Parents can also arrange to speak to the ESL teachers or parent coordinator at their convenience. Parent choice meetings are held upon registration or within 2 weeks of the newcomers arrival or as needed throughout the school year. Entitlement letters are sent out to parents as soon as the LAB-R scores are available.

New Parent Choice letters are sent out immediately or at information meetings. The continuing parent choice letter are sent out in September requesting parents to confirm that they want to continue with the child's present program. If parents wish to change their child's program, we ask them to come up to the school so that they may discuss their preferences. Class changes can be made as per request and availability. The continued parent letters that are returned are collected by the ELL coordinator and are kept on file in the ESL office. The new parent choice letters are copied and originals are placed in the cum folders. Copies are kept on file in the ESL office.

A review of the Parent Home Survey letters reveals that parents prefer the ESL self contained or push in program as the dominant choice of service. Bilingual classes in Spanish were a second choice. If parents do not choose an ELL program, the default is bilingual education if available. At this time the school is very much aligned with parent requests. These Home Language Identification Surveys are reviewed periodically to see the trends of parental choice. Where possible and where space allows in the building we have added specific choice classes at parent's request. Where not possible parents have been referred to school in our area that have their requested programs. As of this writing no one has requested programs not offered. At this time they want to remain at PS14Q.

For the annual evaluation of ELL's using the NYSESLAT, the following reports are used: ELL eligibility report from ATS, the RLAT

for all students who have taken the NYSESLAT within the last three years. To insure that all four components of the NYSESLAT are given, the NYSESLAT eligibility list and LAB-R eligibility list are reviewed for accuracy so that all four components are prepared for every child on the list. Absentees are noted and tested during the testing window. The pedagogues responsible for this process are Ms. Fabricant, Ms. Webb, Ms. Haber and Ms. Casey.

The following pedagogues explain the ELL's programs to the parents registering at the school - Ms. Fabricant (ESL), Ms. Cruz (Parent Coordinator, Bilingual), Ms. Garcia (Guidance) and Ms. Webb (ESL), Translators or the DOE translation unit are provided for low incident languages.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1	2	2	2	1								10
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		1	2	2	2	1								8
Push-In		1			5	4								10
Total	2	3	4	4	9	6	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	513	Newcomers (ELLs receiving service 0-3 years)	386	Special Education	81
SIFE	6	ELLs receiving service 4-6 years	127	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	107	3	35	26	0	17	0	0	0	133
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	256	3	17	102	0	11	0	0	0	358
Total	363	6	52	128	0	28	0	0	0	491

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	22	25	29	30	19	11								136
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	22	25	29	30	19	11	0	136						

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
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	42	50	54	60	52								291
Chinese	6	4	7	3	2	5								27
Russian			1			1								2
Bengali	2	1		1	1									5
Urdu			1	2	1									4
Arabic				2		3								5
Haitian														0
French					2									2
Korean			1											1
Punjabi		1			1									2
Polish														0
Albanian														0
Other	1		3	2										6
TOTAL	42	48	63	64	67	61	0	345						

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

The P.S. 14

Queens faculty and staff are trained to embody the conceptual understanding of challenging content and well developed learning strategies that will prepare our English Language Learners to think critically, solve problems and communicate in the languages of instruction which is reflective of the academic rigor that we strive for at this school and the Common Core Standards.

The bilingual/ELL program at P.S. 14 Q encompasses a multifaceted print rich, language rich educational environment which follows two distinct models of service. The Transitional Bilingual Education Program (TBE) is presently the model of service in two self-contained bilingual classrooms. This program includes instruction in students' native language as well as an ESL and ELA component designed to develop skills in English in the modalities of listening, speaking, reading and writing. Content area instruction is in both the native language and English. All bilingual classes have the opportunity to participate in our school wide looping program which has proved to be an effective educational strategy to support their learning.

At present, there are two (2) regular educational transitional bilingual programs and five (5) self-contained special education transitional bilingual programs and three (3) CTT bilingual classes. These services are aligned with student grade level and age level.

The second model of service is the free-standing English as a Second Language Program in which students receive instruction in English with the number of units of ESL instruction determined by New York State regulations and student need. This free standing model of service presently consists of ten (10) self contained English as a Second Language classes, as well as a small push-in instructional program. The self contained classes are organized for the purpose of ensuring that the mandated number of instructional minutes is provided according to proficiency levels. Block scheduling shown on the flow of the day, ensure time for ESL/ELA instruction.

Newcomers less than one year are given the opportunity to receive instruction in an ungraded newcomers class specifically designed for the purpose of transitioning students into the new school environment. Language acquisition is a priority in this class enabling students to move from the silent stage into the emergent language stage. Additionally, newcomer students who are required to take the state exams are given support through TIER II tutoring, afterschool tutorials and in class test preparation.

ELL's who receive services 4 to 5 years are provided with extension of services and intense support for exams in appropriate requested service models. Additional work through ESL teacher support, extended time for testing small group instruction enriched vocabulary support and writing skills development is provided to ensure their success.

A. Programming and Scheduling Information

Special needs ELL's receive targeted intervention and instruction through both technology and TIER III tutorials.

Differential instruction for ELL subgroups is as follows: for SIFE students – small group instruction targeting the area of need is provided. Early readiness skills are addressed and instruction in basic routines and rituals provides transition into the world of school.

All English Language Learners take part in the Teachers' College Readers'/Writers' workshops which is the literacy model used throughout the school. ESL teachers plan collaboratively with the classroom teachers to ensure quality aligned instruction. As such, the ELL student has the benefit of educationally sound instructional scaffolding techniques which include modeling, bridging, cooperative learning, and application. Being fully integrated, they are encouraged to demonstrate their learning in a variety of ways.

At P.S. 14 Q, we acknowledge the importance of students' native cultures and languages, and our instructional program is designed to use students' prior knowledge and native language proficiencies where they exist, as a foundation for continued learning. However, many of our ELL's do not have solid literacy skills in their own languages and so selection of quality materials to use with these students is an ongoing task. Both TBE students and Free Standing

ESL students are supported with materials in both English and Spanish for the implementation of the core curriculum which includes Phonics, Readers'/Writers Workshop and the Balanced Mathematics of the Everyday Mathematics Program and Math Steps. Skills in phonics include phonemic awareness, fluency, vocabulary development and text comprehension. English/Spanish trade books, classroom leveled libraries and English/Spanish manipulatives support the balanced literacy model which incorporates read aloud, shared reading, guided reading, shared writing and independent reading and writing. Mathematics skills, incorporates the basic core curriculum with math literacy. Additionally, materials used to support the ELL learner includes web based, research based programs such as GPS, Ticket to Read, A-ha Math, and A to Z Learning. These programs support ELL's with reading, writing, math, content area, listening, speaking and collaborative as well as self paced learning. ELL's also use English at Your Command, NYSESLAT Practice Materials, manipulatives, picture support, listening centers, music and shared reading to improve their academic performance.

Teachers use NYSESLAT Data and practice NYSESLAT materials to assess where student are and what their specific needs are. This information drives the instruction. To further develop the instructional needs of our ELL curriculum a variety of approaches and methods for ELL learners is used. Teachers identify specific areas of need and address them in small group setting. They present information in a variety of ways including key terms and words which will drive the instruction in the classroom. Additionally ELL teachers develop and maintain strong routines and practice the art of questioning by rephrasing questions and information and increasing the number of inferential and/or higher ordered thinking questions that are addressed to students. ELL students are also required to develop along with their teachers short and long term goals during the school year.

Content area instruction occurs in English and the native language which is designed to develop communication skills in listening, speaking, reading and writing, as well as, the appreciation and knowledge of history and culture. This instruction is aligned with the NYS standards in mathematics, science, social studies and technology. All lessons are designed to meet the standards while allowing for differentiation of student needs.

Intensive native language support is provided to students in the bilingual classroom by use of native language content materials, bi-lingual dictionaries, glossaries in the content area and native language library books.

Our long term ELL's are a continued focus. These students receive additional academic intervention services in very specific areas of need. Additionally, based on the data at our school, there is evidence that it isn't the reading that is an issue but confidence, clarity and cohesiveness is missing in their writing. To help foster more rigorous writing, long term ELL's will be given more lessons in sentence structure, vocabulary, revision and editing skill development. T/C writing lessons will be geared toward the long term ELL's.

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

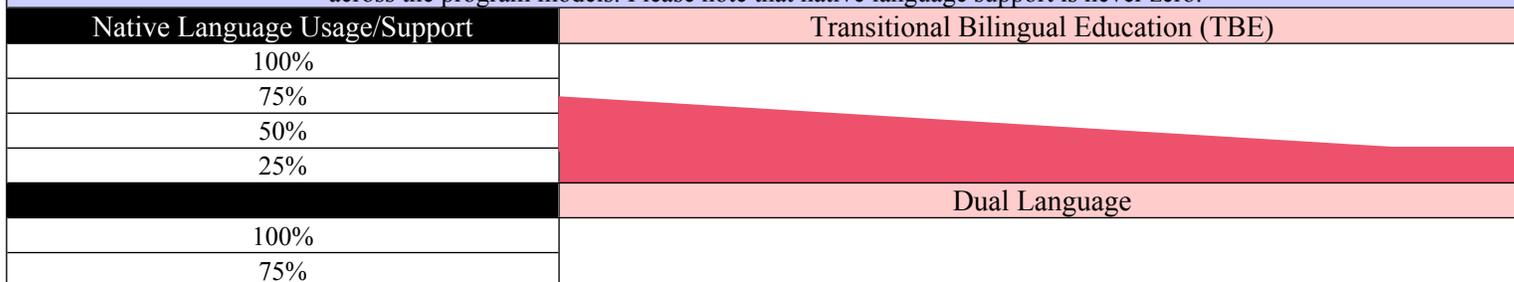
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

To ensure

that our English Language Learner population has an adequate opportunity to acquire a second language the following targeted interventions are being implemented with ELL students: participation of ELL students in all academic interventions available such as Wilson Program, Passport/Voyager, E-Voyager, Ticket to Read, GPS, A-Ha Math, English at Your Command, Options and Curriculum Associates. ELL's participate in Saturday Academies, they use technology to support their learning, and are provided with differentiated instruction in small groups, flexible grouping (TIER II) and additional AIS TIER III support. AIS support personnel servicing the at risk ELL concentrate on preparation for state exams in all content areas. This support ranges, depending on student need, one to two periods per week (TIER III) and daily (TIER II).

Transitional support for ELL's reaching proficiency includes additional time on state exams, AIS TIER support where needed, reading and or math teacher support and Saturday Academy where available.

Based on current data, we will continue to keep our self contained ESL classes and seek to keep the pull out program at a minimum. We will continue to incorporate web based learning and project based learning into the ESL curriculum and mode of instruction. Teachers will attend additional professional development at Teachers College for methodology in working with the ELL student in an enriched curriculum.

All ELL students take part in all test preparation programs, all assemblies, all music and visual arts, and all schoolwide events. They part part in chorus, band, art, violin, journalism, science, fitness, computer and scrabble clubs. ELL's are included in publishing celebrations, sharefairs, book fairs and international week. ELL students are included in career day and schoolwide spirit days.

Materials used to support the ELL learner include web based research based programs such as GPS, Ticket to Read, A-ha Math, and A toZ Learning. These programs support ELL's with reading, writing, listening, speaking, math, and collaborative as well as self paced learning. ELL's also use english at your command, NYSESLAT practice materials, manipulatives, picture support, listening centers, music and shared reading to improve their academic performance. Bilingual dictionaries, content glossaries, library books and content area reading materials are provided to these students.

Native language support includes a Transitional Bilingual Education Program (TBE) which includes instruction in students native language as well as an ESL component and an ELA component designed to develop skills in English in the modalities of listening, speaking, reading and writing. Content area instruction is in both the native language and English. All TBE classes have the opportunity to participate in our schoolwide looping program which has proved to be an effective educational strategy to improve learning. The second mode of service is the free standing english as a second language program in which students receive instruction with the number of units of ESL instruction determined by NYS regulation and student need. This model consists of both self contained ESL classes and a small push in/pull out program.

All services are aligned with student grade levels and age levels.

ELL students are invited to attend the summer school ESL program for newly enrolled and beginning ELL students. Activities include

language enrichment, reading, math and art experiences that lend themselves to language enrichment.

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

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

All faculty

at P.S. 14Q have English Language Learners (ELL's) among their classroom populations. For this reason, professional development among all faculty (common branch teachers, cluster teachers, bi-lingual teachers, ESL teachers, guidance counselors, special education teachers, assistant principals, secretaries, parent facilitator and parent coordinator) in the area of English as a Second Language continues to be a strong focus of the school. Among the opportunities available for professional development in this area are ESL workshops conducted by ESL faculty and supervisors. Also, grade conferences, faculty conferences and lunch and learns provide time for ESL information to be given to faculty members. All faculty take part in continued training in Teachers' College Readers'/Writers' Workshop model in which all ELL's take part during the school day. Faculty attend off campus professional development of ESL techniques and the ELL student.

Transition from elementary school to middle school is aided through visitation of the middle school to the elementary school as well as terminal grade parent meetings with guidance counselors and administrators.

New teachers are required to take 2 classes of Teaching English as a Second Language. This is conducted both at lunch and learns, grade conferences and attendance of ESL workshops off campus. Records are maintained through copies of agendas and sign-in sheets.

Professional development dates for ELL support include September 8, 2011, Grade Conferences in November, January and March, Professional Development Day in June (Brooklyn Queens Day).

School personnel are supported by the administration through professional development; the buddy system and push in support. Staff developers from T/C also support the faculty through workshops on teaching the ELL Learner.

Guidance Counselors attend Professional Development available to them so that they can enhance their guidance skills as we work with our transitioning ELL students.

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. 14Q is known for its parent engagement activities which enable parents/guardians to learn more about their children's curriculum, learning environment and schoolwide activities. During the school year 2011-2012 September through June the school holds family literacy days, parent read alouds, outreach workshops for parents, English classes for parents and counseling partnerships with parents. In this way we can assist our parents in becoming active participants in the education of their children. Our very successful morning parent school provides parents of ELL students opportunities to learn about American schooling while learning the English language themselves.

Guest speakers and participation in arts programs address the needs of our parent population. Community based organizations such as Encore and Arts Horizons address the needs of the ELL community population at large by helping them to better understand the new community they live in.

We evaluate the needs of our parents by serving their interests in the type of workshops they would be interested in attending. All correspondence and all workshops are done bilingually in both English and the dominant language. Report cards are made available in varying languages to help support parental participation in school.

Special celebratory activities such as our Multicultural Luncheon and Dance Festival are planned with consideration of the family, cultural and language background of the student population. This enables parents, as well as the community to learn about the diversity of the school and to celebrate commonalities and differences in a tolerant educational setting. The parent coordinator, PTA staff, family worker and ESL teachers provide the teaching and facilitating of these activities. Parents are notified via translated notices sent home, translated postings on the parent board and at PTA meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	42	24	30	23	11	16								146
Intermediate(I)	42	30	32	45	14	19								182
Advanced (A)	30	13	31	26	76	42								218
Total	114	67	93	94	101	77	0	0	0	0	0	0	0	546

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	5	7	1	6							
	I		11	17	11	9	8							
	A		32	52	51	50	33							
	P		16	15	22	39	27							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B		18	26	21	8	12							
	I		30	29	44	13	20							
	A		9	18	25	69	40							
	P		4	13	1	7	2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	41	31	0	87
4	17	36	9	0	62
5	35	40	3	0	78
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	11	1	42	6	31	1	1	0	93
4	7	4	23	8	27	1	1	0	71
5	17	5	34	5	14	0	4	0	79
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	5	3	16	3	23	4	11	2	67
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	21	11	7	11				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

ELL's early

literacy skills are assessed through various tools - Assessment Pro, a TCRWP assessment enables teachers to get a clear, useful picture of students early learning skills. A Fountas and Pinnell Running Records assessment is also included. This gives teachers much needed data regarding guided reading levels for instruction, independent reading levels for building stamina and strength in reading, and specific skills data which allows teachers to further understand ELL's strengths and weaknesses. These assessments also provide ideas for delivery of instruction and review material.

Analysis of the NYSESLAT shows that the overall ELL's in K-5 tend to make strides quickly in the speaking and listening modalities of the NYSESLAT. The percentage of advanced students tends to be higher than beginning and intermediate students combined. The data shows that the reading and writing modalities of the NYSESLAT take 3-4 years for the the students to raise their level from beginner to advanced, which is aligned to the research on English Language Learners. We have noticed that the overall pattern for the reading and writing modalities is that the percentage of advanced students in comparison to beginner and intermediate rises every grade level. We have also noticed that there is a great deal of improvement in the special ed ELL population on the listening and speaking modalities on the NYSESLAT.

Resulting instructional decisions include targeted AIS services and ELL academic intervention as well as, differentiated instruction in small groups. The self-contained ESL classes as well as the ungraded newcomers class have enabled these students to receive strong academic support with ELL strategies throughout the entire school day which results in their continued progress throughout the year.

Results of tests taken by ELL's in English as compared to their native language indicate that our ELL's have much stronger proficiencies in their newly acquired ELL language than in their native language. Because high stakes tests are meant to raise standards for student learning, ELL's who are tested may be challenged to meet higher levels of academic achievement than ever before. Administrators and teachers are using the results from ELL Periodic Assessments to decide how best to raise ELL's awareness of the typical discourse and formats of standardized tests. ELL students may not be familiar with the kind of language that is used in testing, including many predictable patterns and phrases. Results are also used to determine how to approach the teaching of specific skills. The school is also learning that it is very important to the success of our ELL's that a lower score on the ELL Predictive may mean nothing more than a learner not yet mastering enough English to demonstrate his/her knowledge of content and skill on a test.

The success of the ELL program is evaluated by looking at both formative and summative assessments as well as student work portfolios, reading logs and project based rubrics. The newcomers class is also evaluated in terms of how many and how quickly students move from the silent stage to the emergent stage of language acquisition.

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 N/A

Part VI: LAP Assurances

School Name: P.S.14 Q, The Fairview School**School DBN: 24Q014****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. R. Cipriani-Sklar	Principal		11/23/11
Trudi Lefari-Zeldin	Assistant Principal		11/23/11
Cristina Cruz	Parent Coordinator		11/23/11
Loretta Fabricant	ESL Teacher		11/23/11
Rosario Arias	Parent		11/23/11
Gary Scudero	Teacher/Subject Area		11/23/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Garcia	Guidance Counselor		11/23/11
Varleton McDonald	Network Leader		11/23/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q014 **School Name:** P.S. 14Q, The Fairview School

Cluster: 4 **Network:** 407

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

Part A: Needs Assessment Findings

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

The school will use home language survey forms and student blue emergency cards to assess our written translation and oral interpretation needs regarding language. Also data gathered during PTA meetings and parental workshops will also assist us in obtaining the information needed so that all parents are provided with appropriate and timely information in a language they can understand. There are also ELL's whose predominant language is Spanish with very small amounts of Chinese, Bengali, Urdu, Creole, French, Punjabi and Arabic.

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.

The findings are as follows: The dominant language of need for written translation and oral interpretation is Spanish. Chinese translations have recently become necessary. In house capacity has been created for translations in Spanish, French, Chinese, Urdu, Punjabi and Hindi. These findings were reported through faculty conferences, PTA meetings and SLT meetings. Information is maintained and recorded through ATS, home language surveys and emergency blue cards.

Part B: Strategies and Activities

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

The school will provide all notices to parents in Spanish, Chinese and in English. Additionally, the school will use the Department of Education translation services and shared school personnel, as well as in house faculty to provide written translations of materials.

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.

The school will provide all notices to parents in Spanish, Chinese and English. Additionally, the school will use the Department of Education translation services and shared school personnel, as well as in house faculty to provide oral interpretation of materials.

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>.

The school will use in house services between school personnel and Department of Education translation services to provide all parents with notifications in languages they need. Monies from Title III funding will act as necessary resources for this. All posters regarding translation services will be posted at the main entrance of the school as well as the main office.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S.14Q	DBN: 24Q014
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 175 Grades to be served by this program (check all that apply): <input 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 12 # of certified ESL/Bilingual teachers: 9 # of content area teachers: 3

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: The Saturday Academy specifically addresses instruction in early language acquisition and test preparation to improve literacy and math skills. It will meet Saturdays, January through April from 8:30A.M. - 11:30A.M. This program will service approximately 175 students. Supplementary instructional materials will be provided to augment Language Arts, Math and Content Area instruction. General instructional supplies such as chart paper, markers, notebooks and certificates will be purchased to support the Saturday Program. During this program, class will also receive instruction in listening, speaking, reading and writing in order to advance achievement on the NYSESLAT Exam.

Technology will be used in order to support the ELL students. Skill specific instruction using computer based programs will be included as a means of addressing student needs. Examples of such programs are A to Z Learning, Award Reading and Ticket to Read. Teachers providing services will be ESL licensed and/or content area specialists.

Part C: Professional Development

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

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

Begin description here: All Faculty at P.S. 14Q have English Language Learners (ELLs) among their classroom populations. For this reason, professional development among all faculty (common branch teachers, cluster specialists, bilingual teachers, ESL teachers, guidance counselors, special education teachers and assistant principals) in the area of English as a Second Language continues to be a strong focus at the school. Among the opportunities available are ESL Workshop Lunch and Learns, Teachers' College off-site ESL training, T/C Staff Developers on site lab and study groups and grade conferences given by supervisors. Additionally, district and network ESL professional development is also available as well as BERG conferences on Long Island.

Topics covered are determined by off-site agendas but include topics such as Best Practices in Language Learning, Tracking Developmental Levels of Language, Guided Reading with Emergent and Early Readers, Pathways to Common Core for ELLS, Making Content Area Learning Understandable for ELLS, Building Language Acquisition Friendly ELL Environments, NYSESLAT training and focusing on preparing eligible ELLS for the State Exams for their specific grades. All in house professional development will be conducted by ESL Specialists, Reading and Math Specialists and school supervisors.

Part D: Parental Engagement Activities

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: Parent engagement activities targeted toward parents of ELLs in "Parent College", a parent school of classes running Mondays through Thursdays from 8:30A.M. - 10:00A.M. from mid October through the end of May. A specially assigned family worker teaches these classes with the support of our parent coordinator and during certain classes, a reading/writing specialist. Curriculum for these parents include topics such as understanding the basics of English grammar, the art of asking and answering questions, vocabulary development, negotiating the outside world - banking, post office, documents, airport, grocery stores, etc. Parents also learn to celebrate American holidays at the school and to share their customs and holidays with each other. Parents are taken on a "class trip" to the local library and receive a library card membership to the Queens Library. Finally, parents from the "Parent College" can view all special dance and music assemblies that occur during the time they are here.

Part E: Budget

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

Allocation Amount: \$

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

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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		