



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: THE CADWALLADER COLDEN SCHOOL

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

PRINCIPAL: **DENISE FUCCILLO**

EMAIL: **DFUCCIL@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **DANIELLE DIMANGO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

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

By June 2013, teachers will receive 3-4 informal/formal observations which will focus on competencies: 1e (designing coherent instruction); 3b (questioning techniques); and 3d (using assessment in instruction); from *Danielson's Framework for Teaching*. 75% will demonstrate improved practices in each said competency which will be evidenced by subsequent observations, curriculum maps and lesson plans.

Comprehensive needs assessment

- Based on our cycles of observations from 2011-2012 from *Danielson's Framework for Teaching* we found our teachers needed to improve in the above competencies.
- Professional Development has been provided in these areas and continues to be our focus for professional development for this year as the above competencies are essential in aligning pedagogy to the Common Core Learning Standards.

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.

- The administration will design a schedule for teacher observations and feedback.
- Feedback will be provided within 24-48 hours of observation.
- The cabinet will develop a professional development plan for teachers which integrates the feedback provided to teachers.
- The administration will attend professional development opportunities hosted by CFN204 to further assist in the norming of classroom observations.
- Instructional support staff from our network and central will meet with teacher teams to further align curriculum to the CCLS
- Schedule planning days for teachers to work with literacy coach on the revision/development of CCLS aligned curriculum maps

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.

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

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

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

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

We provide parents with material and resources for supporting their children at school and at home.
 Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center.
 One of our parent training sessions facilitated by our Parent Coordinator and Technology Teacher focuses solely on *ARIS* Parent Link
 A school wide web site has been created and will be updated by teachers quarterly to include special events and class news.
 Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information.
 We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.
 We provide onsite translators for parent teacher conferences.

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 _____ X _____ 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).

Our school budget supports the coordination and integration of Federal, State and local services as follows :

- TL Fair Student Funding* and *Contract for Excellence* funding support our Instructional Coach
- Title I SWP* funding supports our professional development opportunities
- TL Fair Student Funding* supports our Curriculum Planning Per Diem & Per Session
- TL NYSTL* funding is utilized to purchase student texts, library books, computer hardware and computer software
- TL Children First Network* funding supports our network who provides our school with Professional Development, Consultants and Support

Students who are identified as Students in Temporary Housing (STH) are contacted regularly by our Guidance counselor and/or Parent Coordinator and are provided with additional supplies, materials and books. Eligible students participate in our Extended Morning program. This allows students to be instructed by a licensed teacher with no more than a ten to one ratio. Students meet three times per week for 38 minutes. Our Guidance Counselor provides on-going training programs in violence prevention as well as child abuse and neglect for our staff and parents. She will continue to conduct Peer Mediator training for our students in grades 3-5. *Respect for All*, an anti-bullying program, will continue in our school this year. Our Guidance Counselor and Parent Coordinator also provide parents with contact information to outside agencies i.e. counseling, medical etc. as needed. Our Physical Education teacher has been trained in Health issues including the mandated Bloodborne Pathogens, Hazardous Materials and HIV/AIDS. He provides an ongoing health program to our students in grades K-5 and provides workshops for our staff and parents.

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

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 70% of ELL students in Grades 1 through 5 will demonstrate an increase of at least 2 independent reading levels; from September to June; as measured by the TC Reading Benchmark Levels on *TC Assessment Pro*.

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.

Our Progress Report results for 2012 indicate a 5.9% decrease in the percentage of ELL students in the 75th growth percentile or higher on the NYS ELA exam.

In addition, our ELL population has increased from 15% in 2011-2012 to 19% in 2012-2013 in grades Kindergarten through 5.

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.
- The ESL teachers will deliver the required number of instructional hours for beginner, intermediate and advanced ELLs
- Teacher Inquiry Teams will review students' independent reading progress throughout the year
- The administration will observe the ESL teachers to ensure that instruction is aligned to the CCLS and to develop teacher effectiveness in the focused competencies from *Danielson's Framework for Teaching*.
- Teachers and the administration will use *TC Assessment Pro* to track student growth.
- ESL students will utilize *i-Ready* instructional software to supplement the reading curriculum.
- The literacy coach will work with the ESL teachers to provide professional development for classroom teachers focused on supporting ELLs.
- The parent coordinator will work with the ESL teachers to facilitate workshops for parents of ELLs.

- ELL students in grades 2-5 will participate in a 20 week after school program working with a licensed ESL teacher and a general education teacher. This program provides supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 30 students participate in the program and are in grades 2-5. The classes meet twice weekly for a total of three hours per week. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math. These are two areas of ELL need as indicated by 2012 NYSELAT, NYS test results and teacher review of student work.

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.

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

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

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

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

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

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

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

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

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

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

We provide onsite translators for parent teacher conferences.

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).

Our school budget supports the coordination and integration of Federal, State and local services as follows :

- *TL Fair Student Funding* and *Contract for Excellence* funding support our Instructional Coach
- *Title I SWP* funding supports our professional development opportunities
- *TL Fair Student Funding* supports our Curriculum Planning Per Diem & Per Session
- *TL NYSTL* funding is utilized to purchase student texts, library books, computer hardware and computer software
- *TL Children First Network* funding supports our network who provides our school with Professional Development, Consultants and Support

Students who are identified as Students in Temporary Housing (STH) are contacted regularly by our Guidance counselor and/or Parent Coordinator and are provided with additional supplies, materials and books. Eligible students participate in our Extended Morning program. This allows students to be instructed by a licensed teacher with no more than a ten to one ratio. Students meet three times per week for 38 minutes. Our Guidance Counselor provides on-going training programs in violence prevention as well as child abuse and neglect for our staff and parents. She will continue to conduct Peer Mediator training for our students in grades 3-5. *Respect for All*, an anti-bullying program, will continue in our school this year. Our Guidance Counselor and Parent Coordinator also provide parents with contact information to outside agencies i.e. counseling, medical etc. as needed. Our Physical Education teacher has been trained in Health issues including the mandated Bloodborne Pathogens, Hazardous Materials and HIV/AIDS. He provides an ongoing health program to our students in grades K-5 and provides workshops for our staff and parents.

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

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

- By June 2013, all students in Grades Pre-K- 5 will engage in 2 CCLS based units of study in literacy; one focusing on either Social Studies or Science. 70% of all students will demonstrate proficiency in these units of study as measured by the end of unit performance assessment.

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 our cycles of observations from 2011-2012 from *Danielson's Framework for Teaching* we found a need to further align our units of study in literacy.
- Collection of student work samples from 2011-2012 indicate a need to further align our units of study to the CCLS.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- All teachers will participate in professional development facilitated by the in-house literacy coach that will focus on the revision of these units of study.
 - Lead teachers from each grade will participate in a Literacy Intensive Course facilitated by central to ensure these units of study are appropriately aligned to the CCLS.
 - Teacher teams will review students' performance on these units of study and use their findings to revise curricula.
 - Teacher teams will revise end of unit performance assessments from 2011-2012 to reflect new end of unit assessments that more closely align to the CCLS.

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.

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

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

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

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

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

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

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

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

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

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

We provide onsite translators for parent teacher conferences.

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 X 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).

P Our school budget supports the coordination and integration of Federal, State and local services as follows :

- *TL Fair Student Funding* and *Contract for Excellence* funding support our Instructional Coach
- *Title I SWP* funding supports our professional development opportunities
- *TL Fair Student Funding* supports our Curriculum Planning Per Diem & Per Session
- *TL NYSTL* funding is utilized to purchase student texts, library books, computer hardware and computer software
- *TL Children First Network* funding supports our network who provides our school with Professional Development, Consultants and Support

Students who are identified as Students in Temporary Housing (STH) are contacted regularly by our Guidance counselor and/or Parent Coordinator and are provided with additional supplies, materials and books. Eligible students participate in our Extended Morning program. This allows students to be instructed by a licensed teacher with no more than a ten to one ratio. Students meet three times per week for 38 minutes. Our Guidance Counselor provides on-going training programs in violence prevention as well as child abuse and neglect for our staff and parents. She will continue to conduct Peer Mediator training for our students in grades 3-5. *Respect for All*, an anti-bullying program, will continue in our school this year. Our Guidance Counselor and Parent Coordinator also provide parents with contact information to outside agencies i.e. counseling, medical etc. as needed. Our Physical Education teacher has been trained in Health issues including the mandated Bloodborne Pathogens, Hazardous Materials and HIV/AIDS. He provides an ongoing health program to our students in grades K-5 and provides workshops for our staff and parents.

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

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, all students in Grades Pre-K- 5 will engage in 2 CCLS based units of study in math. 70% of all students will demonstrate proficiency in answering open ended questions as measured by the end of unit performance assessment.

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 our cycles of observations from 2011-2012 from Danielson's Framework for Teaching we found a need to further align our units of study in math.
- Collection of student work samples from 2011-2012 indicate a need to further align our units of study to the CCLS.

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: strategies/activities that encompass the needs of identified student subgroups, key personnel and other resources used to implement these strategies/activities, steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
- Instructional support staff from our network will meet with teacher teams to further align curriculum to the CCLS
- Scheduled planning days for teachers to work on the revision/development of CCLS aligned curriculum maps
- All teachers will participate in professional development facilitated by the assistant principal that will utilize the EDM Guidance document/scope and sequence provided by the DOE to further align the Everyday Math program to the CCLS.
- Teacher teams will review students' performance on these units of study and use their findings to revise curricula
- Pacing calendars will be updated and reflect these end of unit assessments.

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.

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

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

We provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops are presented by

the Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.
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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 X 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).

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- *TL Fair Student Funding* and *Contract for Excellence* funding support our Instructional Coach
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ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, the median adjusted growth percentile in ELA as measured by the student progress section of the Progress Report will be at least 55.

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.

- Our median adjusted growth percentile in ELA for 2011-2012 was measured as 50 on our Progress Report. This indicates a need for improvement in this area.
- Based on our cycles of observations from 2011-2012 from *Danielson's Framework for Teaching* we found a need to further align our units of study in literacy.
- Collection of student work samples from 2011-2012 indicate a need to further align our units of study to the CCLS.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- All teachers will participate in professional development facilitated by the in-house literacy coach that will focus on the revision of these units of study.
 - Lead teachers from each grade will participate in a Literacy Intensive Course facilitated by central to ensure these units of study are appropriately aligned to the CCLS.
 - Teacher teams will review students' performance on these units of study and use their findings to revise curricula.
 - Teacher teams will revise end of unit performance assessments from 2011-2012 to reflect new end of unit assessments that more closely align to the CCLS.
 - Schedule planning days for teachers to work with literacy coach on the revision/development of CCLS aligned curriculum maps

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

handbook is published in our four dominant languages; English, Spanish, Chinese and Korean.
 We utilize *Global Connect* and the special announcements feature on the school phone to advertise Workshops for parents
 We provide parents with at least 4 workshops in curriculum/content areas, test taking, literacy and/or math expectations. Workshops are presented by the Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.
 We provide parents with material and resources for supporting their children at school and at home.
 Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center.
 One of our parent training sessions facilitated by our Parent Coordinator and Technology Teacher focuses solely on *ARIS* Parent Link
 A school wide web site has been created and will be updated by teachers quarterly to include special events and class news.
 Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information.
 We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.
 We provide onsite translators for parent teacher conferences.

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).
 Our school budget supports the coordination and integration of Federal, State and local services as follows :
 - *TL Fair Student Funding* and *Contract for Excellence* funding support our Instructional Coach
 - *Title I SWP* funding supports our professional development opportunities
 - *TL Fair Student Funding* supports our Curriculum Planning Per Diem & Per Session
 - *TL NYSTL* funding is utilized to purchase student texts, library books, computer hardware and computer software
 - *TL Children First Network* funding supports our network who provides our school with Professional Development, Consultants and Support

Students who are identified as Students in Temporary Housing (STH) are contacted regularly by our Guidance counselor and/or Parent Coordinator and are provided with additional supplies, materials and books. Eligible students participate in our Extended Morning program. This allows students to be instructed by a licensed teacher with no more than a ten to one ratio. Students meet three times per week for 38 minutes. Our Guidance Counselor provides on-going training programs in violence prevention as well as child abuse and neglect for our staff and parents. She will continue to conduct Peer Mediator training for our students in grades 3-5. *Respect for All*, an anti-bullying program, will continue in our school this year. Our Guidance Counselor and Parent Coordinator also provide parents with contact information to outside agencies i.e. counseling, medical etc. as needed. Our Physical Education teacher has been trained in Health issues including the mandated Bloodborne Pathogens, Hazardous Materials and HIV/AIDS.

He provides an ongoing health program to our students in grades K-5 and provides workshops for our staff and parents.

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

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	<ol style="list-style-type: none"> 1. Assessment based instruction using differentiated material 2. Supplemental skills based <i>Kaplan Keys</i> Literacy program 3. <i>LLI</i> program with literacy paraprofessional. 4. Test prep instruction 5. ESL instruction 6. <i>I-Ready</i> online diagnostic and instructional software 	<ol style="list-style-type: none"> 1. One to one and/or small group 2. Small group instruction 3. Small group instruction, 4. Small group 5. Small group instruction 6. One to one 	<ol style="list-style-type: none"> 1. During the Literacy Block and Writers Workshop 2. During Extended Day (3x/week) 3. During the school day 4. After school, 2x/week, 3 hours/week (depending on budgetary constraints) 5. After school(20 weeks, 3hours/week) 6. during the school day 3 hours/week
Mathematics	<ol style="list-style-type: none"> 1. Assessment based instruction using differentiated material EDM 2. Supplemental skills based <i>Kaplan Keys</i> Math program 3. Test prep instruction 5. ESL instruction 6. <i>First in Math</i> online diagnostic and instructional software 	<ol style="list-style-type: none"> 1. One to one and/or small group 2. Small group instruction 3. Small group 4. Small group instruction 5. One to one 	<ol style="list-style-type: none"> 1. During the Math Block 2. During Extended Day (3x/week) 3. After school, 2x/week, 3 hours/week (depending on budgetary constraints) 4. After school(20 weeks, 3hours/week) 5. during the school day and after school
Science	<ol style="list-style-type: none"> 1. Science Lab instruction 2. Literacy instruction incorporating 	<ol style="list-style-type: none"> 1. Whole class Grades 3 and 4 2. Whole class, all grades 	<ol style="list-style-type: none"> 1. During the school day 2x per week 2. During the school day 1x per week

	Science Content Area		
Social Studies	1. Literacy instruction incorporating Science Content Area	1. Whole class, all grades	1. During the school day 1x per week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. At risk counseling	1. Individual and small group	1. Based on need, availability and caseload

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.

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Diane Foley	District 25	Borough Queens	School Number 214
School Name Cadwallader Colden			

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

Principal Denise Fuccillo	Assistant Principal Joslyn McPherson
Coach Mirella Rizzo	Coach
ESL Teacher Sylwia Bednarska	Guidance Counselor Lisa Cohen
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Donna Pelle
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	410	Total Number of ELLs	63	ELLs as share of total student population (%)	15.37%
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Part II: ELL Identification Process

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

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

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

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

In the fall, a Parent Orientation meeting was held for the parents of our ELLs. As usual, we provided translators. At this meeting, information was provided regarding three possible program options: freestanding, transitional bilingual and dual language. The Parent Surveys and Program Selections Forms were given out and discussed at length so that the parents fully understood their choices. These letters were sent home for those parents not in attendance. Parents were given two weeks to inform the school of their choice. A second letter was sent by the ESL teacher if no choice had been indicated within the allotted time. The results of the Parent Surveys and Program Selection Forms indicated that our parents had once again requested ESL as their first and only program choice. This has been the trend in previous academic years. These forms are kept in the child's permanent record folder. Program selection trends are reviewed by the ESL teacher who is state certified in TESOL K-12. In the event that 15 or more parents select a different program for ELLs, the school would adjust scheduling and resources to accommodate them. In addition, the ESL teacher maintains a waitlist for parents who have selected a program other than freestanding.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	7	7	7	7	7	7								42
Total	7	7	7	7	7	7	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4		2	1	5								13
Chinese	16	5	4	5	5	11								46
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other	1	1												2
TOTAL	20	10	4	7	6	16	0	63						

Part IV: ELL Programming

- A. Programming and Scheduling Information**
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?

A. Programming and Scheduling Information

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

P.S. 214Q has a freestanding ESL program incorporating a push in/pullout model for grades K-5. The program is serviced by one fulltime, ESL licensed teacher who is New York State and New York City certified. The ESL teacher possesses a Master of Arts degree in TESOL. ELLs are brought together for small group English instruction. The ELL students are grouped according to their grade and proficiency level, as per their Spring NYSESLAT or LAB-R scores. Our Beginner and Intermediate level ELL students receive 360 minutes of instruction per week, while our Advanced level ELL students receive 180 minutes of instruction per week. Grade 3, 4, and 5 Newcomer students receive three extra periods of survival English during Extended Morning to help them acquire social and academic language. The ESL teacher's method of instruction assists the ELL students, regardless of their proficiency level, to quickly and comfortably assimilate and transition into the academic and social community of P.S. 214. ESL instruction is designed to align curriculum and instruction with the NYS Common Core State Standards in math and literacy. The ESL teacher utilizes teacher-created curriculum maps to align ESL instruction with regular classroom instruction. In addition, the ESL teacher preteaches content area vocabulary to support ELLs. 25% of instructional minutes are allotted for native language support through the use of bilingual glossaries, dictionaries and native language word walls.

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

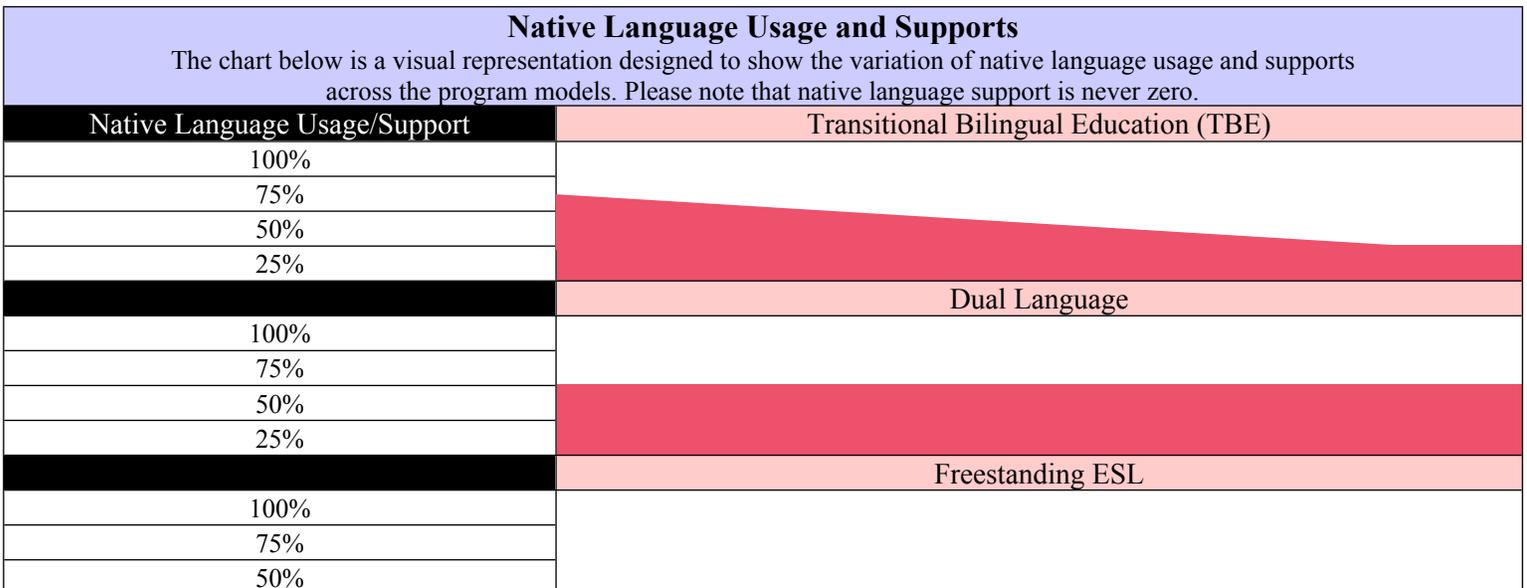
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

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

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



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?

ESL instruction is designed to align curriculum and instruction with the NYS Common Core Learning Standards in math and literacy .The ESL teachers provide the ELL students with academic instruction in all core content areas using ESL methodologies while incorporating a Balanced

Literacy approach to their teaching. The workshop model, coupled with different TESOL techniques, such as TPR (Total Physical Response), repetition, choral speaking, puppetry, storytelling, modeling, music, visual aids, language masters, and hands-on activities are used to support second language acquisition. Student assessment is a key component of our ESL program as it drives differentiated instruction as applicable to student needs. In addition to our (CR Part 154) ESL program, we provide an After-School Title III ESL program

providing supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 25 students participate in the program and are in grades 2-5. Our After-School classes meet for 14 weeks. The classes meet twice weekly for a total of three hours per week. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math; two areas of ELL need as indicated by 2011 NYSELAT and NYS test results and teacher review of student work. The classes are co-taught in English by 2 teachers. They utilize a Team Teaching approach that brings together ESL strategies, techniques and methodology with a Standards-based Literacy and Math specific curriculum. Bilingual libraries are available in the ESL and mainstream classrooms to support the native languages of all students, especially the Newcomers. Bilingual picture dictionaries, different leveled thesauruses, the Scott Foresman ESL series, leveled libraries in different genres, word /picture charts, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ESL classroom instruction. Math glossaries are also provided in various languages.

Instructional initiatives in literacy include the continued implementation of the Balanced Literacy Approach for reading and writing. This includes Read Aloud, Independent, Paired, Shared and Guided Reading, Book Clubs, Interactive Writing, Word Study, conferences and small group work. The school follows the Everyday Math curriculum which focuses on authentic and inquiry based instruction. ELLs participate fully in these programs. Classroom teachers work with the ESL teacher to develop and implement strategies to support the needs of ELLs. These include, but are not limited to, bilingual dictionaries, interactive word walls, picture aides, math manipulatives and dynamic peer grouping.

P.S. 214 follows the NYS core curriculum for Social Studies. Basic knowledge in geography, New York, United, States, and World History is taught in the respective grades. Our science cluster teacher gives students opportunities to model scientists' methods of investigation through a "hands-on" workshop model and inquiry based approach that incorporates scientific thinking processes. Classes in K-5 utilize the lab with additional periods provided for grades 3 and 4. Bilingual content area glossaries are provided for ELLs in science and social studies. Technology is infused into all the curriculum areas through the use of classroom desktop computers, 3 mobile laptop carts, individual classroom laptops with LCD projectors, and Interactive White Boards. Wireless Internet access is available throughout the building. In addition, our state-of-the-art computer lab is utilized by PreK- grade 5 classes at least once a week. Students have opportunities to participate in assembly programs that include music, dance and theater. In addition, our fulltime visual arts teacher provides in-depth instruction in a studio environment. We also collaborate with the Police Athletic League (PAL), and Queens College. We provide students with opportunities to grow through After-School Reading & Math Support Programs; Title III After School ESL Program; Science Squad; Science Fair; Basketball Team and Cheerleaders; Penny Harvest; Peer Mediators; Quill Awards; Young Audiences Vocal Music; Writing & Math Contests, Student-of-the-Month and our Character Education Program. As previously stated, ELL's participate in all of these programs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	6	1	1	1	7								28
Intermediate(I)	2	1	1	3	2	3								12
Advanced (A)	6	3	2	3	3	6								23
Total	20	10	4	7	6	16	0	0	0	0	0	0	0	63

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			2	0	3	2			7
5			5	1	3	4	1	2	16
6									0
7									0
8									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1			6	4	2	4	17
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Educational programs utilized throughout our school also help the ELL students to develop critical thinking skills, problem -solving strategies and to communicate proficiently in English. The Everyday Math program is used in grades K through 5. Math lessons implemented in the ESL classrooms are based on the programs’ objectives and goals. Teachers address ELL students’ needs by using vocabulary enrichment activities and focusing on teaching math concepts in a diversified number of ways. The school's data specialist, along with the ESL teacher are responsible for analyzing student performance data. After analyzing recent NYS test data, the results indicated that the majority of the ELL students reached across grade and proficiency levels in Math and Science. The trends on the 2011 NYSESLAT and the recently administered LAB-r reflected were in line with research on second language acquisition. Newcomers and beginner level students were able to acquire listening comprehension skills initially. As students transitioned to intermediate and advanced levels, they became more proficient in their listening and speaking skills. In addition, beginner and intermediate level students had performed poorly in the reading and writing sections of the NYSESLAT. Early Childhood Assessment scores, along with the Teachers College Reading and Writing Assessment, show a pattern of positive growth across the levels reflecting English language proficiency and grade levels. Students who did not master benchmark activities tended to score at the Beginning levels of ESL proficiency. This drives our instructional decisions to provide these students with foundation language in the four main modalities, concept vocabulary strategies and basic experience- building activities through the utilization of BICS-based language materials and techniques. Students who mastered benchmark activities scored at the Intermediate or Advanced levels of proficiency. This pattern drives our instructional programs to include higher level critical thinking strategies and build on “juicy sentences” to increase academic vocabulary- CALPS. Content and academic language is modeled and fostered in the classrooms. Teachers strive to create a challenging setting where instruction is scaffolded to meet the ELL students’ language needs and level. Lessons are planned and delivered using different modalities to maximize learning. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are Accountable Talk, Read Alouds, Shared Reading, the use of leveled libraries, and listening and writing centers. ELL students are given opportunities to utilize our state-of-the art science lab. In addition, they are scheduled to receive technology instruction utilizing our fully equipped computer lab and their classroom computers. Various kinds of software and online internet access are available to improve literacy, writing, and research skills. Computer programs such as First in Math provide our ELLs with excellent opportunities for differentiated learning both in school and at home where parents are encourage to work along side their children.

Additional Information

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

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

Part VI: LAP Assurances

School Name: 214

School DBN: 25Q214

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise Fuccillo	Principal		10/21/11
Joslyn McPherson	Assistant Principal		10/21/11
Donna Pelle	Parent Coordinator		10/21/11
Sylwia Bednarska	ESL Teacher		10/21/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mirella Rizzo	Coach		10/21/11
	Coach		
Lisa Cohen	Guidance Counselor		10/21/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

The HLIS, ATS, and OTELE forms are used to assess the written and oral interpretation needs of parents. Surveys of attendance at parent workshops and conferences are taken by the administration to further determine interpretation needs. Discussions are conducted with staff, the PTA Executive Board and the parent coordinator to ascertain and assess prominent language groups and their needs. The school's Demographic Report, along with the RHLA Home Language Report, are also reviewed to gather information and identify trends.

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

We found that over 71% of our parents speak and/or read a language other than English. The dominant languages are Chinese (30%), Spanish (20%), Mandarin (9%) and Korean (4 %). This information was presented at SLT and PTA general meetings via the Principal's Report.

Part B: Strategies and Activities

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

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

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

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

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

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

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: <u>Cadwallader Colden</u>	DBN: <u>25Q214</u>
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input 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: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In addition to our (CR Part 154) ESL program, we provide an After-School Title III ESL program providing supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 30 students participate in the program and are in grades 2-5. Our After-School classes meet for 20 weeks. The classes meet twice weekly for a total of three hours per week. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math. These are two areas of ELL need as indicated by 2012 NYSELAT, NYS test results and teacher review of student work.

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

in grades K-5 receive professional development from our CFN ESL support staff regarding improving ELL comprehension and vocabulary.

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

