



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:** PS. 14

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

**PRINCIPAL:** IRA SCHULMAN

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

**SUPERINTENDENT:** **TIM BEHR**



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Ira Schulman	*Principal or Designee	
Elaine Primavera	*UFT Chapter Leader or Designee	
Judy Gennarelli	*PA/PTA President or Designated Co-President	
Kathleen Intraviaia	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	
Amy-Ann Vohnout	Member/Parent	
Joseph Vento	Member/Parent	
Christine Willcox	Member/Parent	
Giseslle Santiago	Member/DC-37	
Irene DeNobile	Member/UFT	
Tara Feaster	Member/Parent	
Linda Brown	Member/UFT	
Isa Teja	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### Major Recommendation

“School leaders visit classrooms almost daily to obtain information that informs the ongoing professional development plans, and provides evidence to determine whether school-wide goals relative to instructional practice are being achieved. However, last year all teachers did not receive formal observations. The school has just recently introduced a research-based framework and initiated the first cycle of feedback using its criteria, starting with some of the more experienced teachers. Teachers are still learning about the expectations embodied in that rubric and are developing their understanding of its implications. As a result, teachers lack useful information about where their own practice lies in relation to the expectations framed in the rubric and knowledge about their precise next steps, which limits their potential to impact student growth.” (QR, 2012, pages 5-6)

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ 2.4 School leader’s use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  x   2.5 Use of data and teacher mid-management effectiveness

### Annual Goal

By June 2013, teachers will demonstrate improved classroom practice as measured by actionable feedback from a minimum of 3 teachers observations that articulates clear expectations for teacher practice.

### Instructional strategies/activities

Items to include in Action Plan:

#### Strategy #1

- A) Teachers College Reading Coach will have 5 interactions with each grade level teacher to provide differentiated training all teachers
  - Through differentiated professional development teachers will develop knowledge of content-related pedagogy
  - Teachers will set instructional outcomes at a challenging cognitive level
  - Align instructional materials to support the learning of students
- B) Key Personnel and Resources: School Principal, Assistant Principal, Teachers College Coach, CFN 607 Instructional Support Staff.
- C) Evaluation Targets: Teachers growth as demonstrated in the school selected Danielson Framework for Teaching Competencies
- D) Implementation Timeline: September 2012 through June 2013

#### Strategy #2

- A) Cycles of frequent unannounced observations with timely actionable feedback
  - School leaders will set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson Framework for Teaching Competencies
  - School leaders will document and track observation evidence and feedback
  - School leaders will meet with teachers in a timely manner to share formative feedback and next steps
- B) Key Personnel and Resources: School Principal, Assistant Principal, CFN 607 Instructional Support Staff
- C) Evaluation Targets: Teachers growth as demonstrated in school selected Danielson Framework for Teaching Competencies

D) Implementation Timeline: September 2012 through June 2013

Strategy #3

- A) Professional Development provided by school-based Teacher Effectiveness Team on school selected Danielson Framework for Teaching Competencies
  - o Teacher Effectiveness Team will provide school-based professional development using competency data from informal and formal observations
  - o Teacher Effectiveness Team will provide support to staff by surveying, collecting best practices, provide school-based workshops and measure effectiveness
- B) Key Personnel and Resources: School Principal, Assistant Principal, Teacher Effectiveness Team, CFN 607 Instructional Support Staff
- C) Evaluation Targets: Teachers growth as demonstrated in school selected Danielson Framework for Teaching Competencies; Demonstrated growth as measured on student engagement surveys.
- D) Implementation Timeline: September 2012 through June 2013

Strategy #4

- A) Peer Coaching and Learning
  - o Teachers will engage in a peer coaching and learning environment to:
    - Enhance instructional design to engage students and advance them through school content
    - Enhance instructional design to support instructional outcomes and reflect important concepts
    - Design learning tasks that require high-level student thinking and are aligned with lesson objectives
- B) Key Personnel and Resources: School Teaching Staff, School Principal, Assistant Principal
- C) Evaluation Targets: Teachers growth as demonstrated in school selected Daniel Framework for Teaching Competencies
- D) Implementation Timeline: September 2012 through June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP) x  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
x  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other: Focus Funding

**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).

Galaxy PF -Teachers College Professional Development: TL Fair Student Funding  
Teachers College Professional Development: Focus Funding  
Teachers College – February Mini Institute: Focus Funding  
Substitute Days for Peer Coaching Cycle: Focus Funding  
Teacher Effectiveness Team: Program Planning: TL City-Wide Expectations Funding



## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

School planning is well informed by the analysis of student performance, the quality of teaching and the changes required by the new standards. Although most teachers have good systems for monitoring individual student progress, the school does not set explicit achievement goals or interim benchmarks on the school, grade or subgroup level to ascertain whether the pace of progress is on track, where the pockets of excellence exist, and what kinds of outcomes should trigger adjustments in plans during the year." (QR, 2012, page 6)

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<u>      </u> 3.2 Enacted curriculum	<u>      </u> 3.4 Teacher collaboration
<u>      </u> 3.3 Units and lesson plans	<u>  x  </u> 3.5 Use of data and action planning

### **Annual Goal #2**

By June 2013, the School Leader will develop interim benchmarks for various school and city-wide assessments with the assistance of the assistant principal, testing coordinator and grade level teachers. Students will demonstrate a 5% greater mastery of ELA and Math proficiency as measured by the NYS assessments.

### **Instructional strategies/activities**

#### Strategy #1

- A) Diagnostic Reading Assessment (DRA) 3x per year
  - Students will be assessed in reading in the fall, winter and spring
  - Teachers will be familiar with each students' skills, knowledge and language proficiency
- B) Key Personnel and Resources: Classroom Teachers, SETSS/IEP Teachers, Assistant Principal
- C) Evaluation Targets: Student progress will be monitored against grade level targets
- D) Implementation Timeline: September 2012 through June 2012

#### Strategy #2

- A) ELA and Math Benchmark assessments 2x per year
  - Students will be assessed in ELA and Math in fall/spring
  - Teachers will gather formal information about students for use in planning instruction
- B) Key Personnel and Resources: Classroom Teachers, SETSS/IEP Teachers, Assistant Principal, School-Based Inquiry/Data Team
- C) Evaluation Targets: Student progress will be monitored compared to grade level targets
- D) Implementation Timeline: Fall 2012/Spring 2013

#### Strategy #3

- A) My Math Unit Tests and Progress Checks
  - Students will be assessed and progress monitored toward mastery of grade level content
  - Teachers will gather formal and informal information about students for use in planning instruction
- B) Key Personnel and Resources: Classroom Teachers, SETSS/IEP Teachers, Assistant Principal, Principal

- C) Evaluation Targets: Students progress will monitored compared to grade level targets
- D) Implementation Timeline: September 2012 through June 2013

Strategy #4

- A) Kaplan Advantage ELA/Math for Grades 3-5
  - Students will engage in test taking sophistication centered on the composition of multiple-choice, short answer and extended responses
  - Teacher will gather formal and informal information about students for use in planning instruction
- B) Key Personnel and Resources: Classroom Teachers, SETSS/IEP Teachers, Assistant Principal, Principal
- C) Evaluation Targets: Teachers will progress monitor students compared to grade level target
- D) Implementation Timeline: January 2013 to April 2013

Strategy #5

- A) Tier II Intervention: Fountas & Pinnell Leveled Literacy Intervention Program K-2:  
Students identified using the DRA in Grades K-2
  - Students will receive intensive phonics, word study and language acquisition in classroom based small group instruction.
  - Teachers will progress monitor students weekly
- B) Key Personnel and Resources: Classroom Teachers, SETSS/IEP Teachers, Assistant Principal
- C) Evaluation Targets: Student progress will monitored weekly
- D) Implementation Timeline: October 2012 through June 2013

Strategy #6

- A) Tier III Intervention: Reading Rods Phonics and Fluency Program K-2
  - Students identified using DRA in Grade K-2
    - Students will receive intensive phonics, word study and language acquisition in pullout based small group instruction.
    - AIS Teacher will progress monitor students weekly
- B) Key Personnel and Resources: AIS Teacher, Classroom Teacher, Assistant Principal, Principal
- C) Evaluation Targets: Student progress will be monitored weekly
- D) Implementation Timeline: October 2012 to June 2013

Strategy #7

- A) Kaplan ELA/Math Advantage and Test Companion Materials
  - Targeted Students in Grades 3-5 to enhance test sophistication and preparation
- B) Key Personnel and Resources: Classroom Teachers, SETSS/IEP Teachers, Assistant Principal, Principal
- C) Evaluation Targets: Students progress will be monitored on a bi-weekly basis
- D) Implementation Timeline: January 2012 – May 2013

**Budget and resource alignment**

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

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       x Other: Focus Funding

**Service and program coordination**

Galaxy PF –

Saturday School: 14 Teachers: Focus Funding

Saturday School – 1 Supervisor: Focus Funding

Kaplan Common Core Math Advantage Student Workbooks: Focus Funding

Kaplan Common Core Test Companion Student Workbooks: Focus Funding

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

“Refine the development of classroom tasks to ensure that these consistently engage all students in cognitively challenging, academically rigorous activities.” QR, 2012, page 5

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

By June 2013, 60% of students will demonstrate mastery of at least 2 CCLS-aligned performance tasks as evidenced by achievement of a score of 3 and/or 4 on the culminating performance task rubric for identified units of study in ELA.

**Instructional strategies/activities**

Strategy #1

- A) Plan for and implement the three ELA and two Math CCLS aligned tasks. Use the CCLS trackers to provided by Cluster 6 to measure mastery of targeted CCLS standards.
  - Students will become gain mastery of CCLS targeted strands.
  - Teachers will lesson and unit plan that reflect CCLS targeted strands
  - Teachers will keep clear and accurate record of students progression toward mastery of targeted skills
  - Teachers will provide feedback that furthers learning
- B) Key Personnel and Resources: Classroom Teachers, SETSS/IEP Teachers, Assistant Principal, CFN 607 Instructional Support Staff, Principal: CCLS Common Core Library, American Reading Company, Teacher College Literacy Tasks
- C) Evaluation Targets: Students progress will be monitored toward mastery of CCLS targeted strands
- D) Implementation Timeline: September 2012 through June 2013

**Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other

**Service and program coordination**

American Reading Company Common Core Learning Task for Fourth Grade: Tax Levy Funding

## GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

### Major Recommendation

OORS for data for the 2010-2011 school year recorded 54 Level 4 incidents, data for the 2011-2012 school year showed a decline of Level 4 incidents to 17.

### Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### Annual Goal #4

By June 2012, the number of Level 4 incidents will continue to decline by 50%.

### Instructional strategies/activities

#### Strategy #1

##### A) WolfPack Pride Program

- Daily PAW (Positive Award Winners) tokens given out by staff to classes/students for exhibiting positive school behavior.
- Monthly PAW (Positive Award Winners) Awards Ceremonies for all grades that promote academic excellence and attendance.
- The use of *Second Step*, which is a social and emotional behavior education program once a week for 30 minutes for all grades.

B) Key Personnel and Resources: All school based staff, Assistant Principal, Principal

C) Evaluation Targets: Decreased levels of OORS occurrences

D) Implementation Timeline: September 2012 through June 2013

#### Strategy #2

##### A) Lincoln Center Institute

- All students K-5 will participate in a teaching artist residency from Lincoln Center
- All students in K-2 will participate in a theatre unit of study, develop classroom based performance and visit Lincoln Center
- All students in 3-5 will participate in a dance unit of study, develop a classroom based performance and visit Lincoln Center

B) Key Personnel and Resources: Lincoln Center Teaching Artist, Classroom Teachers, Assistant Principal, Principal: Project Boost Grant

C) Evaluation Targets: An increase in arts appreciation as measured by student surveys

D) Implementation Timeline: January 2012 – May 2013

#### Strategy #3

##### A) Dance 4 Peace

- All students K-5 will participate in the social emotional education program
- There will be two Dance 4 Peace Family Saturdays to encourage parental involvement

- B) Key Personnel and Resources: Dance 4 Peace Artists, Principal, Assistant Principal, Classroom Teachers, Parent Coordinator
- C) Evaluation Targets: An increase in arts appreciation as measured by student surveys
- D) Implementation Timeline: January 2013 – May 2013

Strategy #4

- A) Liberty Science Center Family Day
  - o All students and family members K-5 will participate in the an interactive science demonstration
- B) Key Personnel and Resources: Liberty Science Center Facilitators, Classroom Teachers, Family Members, Parent Coordinator
- C) Evaluation Targets: An increase in parental involvement as measured by year end surveys
- D) Implementation Timelines: June 2013

**Budget and resource alignment**

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

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

Tax Levy     
  Title IA     
  Title IIA     
  Title III     
  Set Aside     
  Grants     
  Other: Focus Funding

**Service and program coordination**

Galaxy PF – Supplies for award ceremonies and monthly PAW incentives: Tax Levy Funding  
 Lincoln Center Institute: Project Boost Grant  
 Dance 4 Peace: Focus Funding  
 Liberty Science Center Family Day: Focus Funding

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

“Teachers in grades 3-5 send home a Week in Review progress report with information related to the child’s academics, homework and behavior. However, teachers do not share uniform criteria for grading and not all teachers provide useful comments, which according to some parents, leads to lack of clarity as to next steps for learning. Additionally, teachers provide written feedback to students, but in many cases, comments are generic thus limiting students’ opportunities to accelerate towards mastery.” QR, 2012, page 6

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment  6.4 Partnerships and responsibility

6.3 Reciprocal communication  6.5. Use of data and families

### **Annual Goal #5**

By June 2013, parents will receive weekly update of their child’s progress based on “monitoring of their own learning against clear standards (3d: Using Assessment in Instruction).” Teachers’ comments will be based on “feedback as part of a rich instructional environment; without it, students are constantly guessing as to how they are doing and student self-assessment which is the assumption of responsibility for their learning is when they monitor their own learning and take appropriate action (3d: Using Assessment in Instruction).” Parents receiving weekly-updates on the progress of their child which includes space for parent questions/answers and are returned to the classroom teacher every Monday.

### **Strategies to increase parental involvement and engagement**

Items to include in action plan:

#### **Strategy #1**

- A) Parent Workshops with topics including Literacy, Math and Homework Help.
  - CCLS Instructional Shifts
  - Reading and Math Grade Level Expectations
  - Creating a Learning Environment at Home
- B) Key Resources and Personal: Classroom Teacher Leaders, Assistant Principal, Principal
- C) Evaluation Targets: As measured by the Learning Environment Survey
- D) Implementation Timeline: September 2012 through June 2013

#### **Strategy #2**

- A) Talk to the Principal Night (open forum for Q&A)
  - Bi-Annual Open Forums
- B) Key Resources and Personal: Principal, Parent Coordinator
- C) Evaluation Targets: As measured by the Learning Environment Survey

D) Implementation Timeline: September 2012 – June 2013

Strategy #3

- A) Monthly PTA Principal Report and Q&A
  - o Monthly State of the School Reports for Parents
- B) Key Resources and Personnel: Principal, Parent Coordinator
- C) Evaluation Targets: As measured by the Learning Environment Survey
- D) Implementation Timeline: September 2012 – June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP) x  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
x  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants    x  Other: Focus Funding Non-Contractual Services

**Service and program coordination**

Galaxy PF –  
Teacher Per-Session – 8 workshops x 3 hours each: Focus Parent Engagement  
Workshop Supplies and Books for Parents: Tax Levy Funding  
Lincoln Center Family Day: NYS Senate Grant

### 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	F&P Leveled Intervention Program	Small group instruction	During school day in classroom teacher
	Reading Rods Fluency and Phonics Program	Small group instruction	During school day with AIS pullout
	Wilson and Foundations Reading Programs	Small groups instruction	During school day with SETSS pull out/push in.
Mathematics	My Math Intervention	Small group instruction	During school day with classroom teacher
Science	CCLS Nonfiction Bundles	Small group instruction	During the school day with classroom teacher
	Non-Fiction Reading and Writing Units	Small group and one to one instruction	During the school day with classroom teacher. Pull out/push in with SETSS
Social Studies	CCLS Nonfiction Bundles	Small group instruction	During the school day with classroom teacher
	Nonfiction Reading and Writing Units	Small group and one to one instruction	During the school day with classroom teacher. Pull out/push in with SETSS

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ERSS Counseling with Social Worker  At-Risk Counseling with Guidance Counselor	Small group and one to one	During the school day
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### **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.

#### Recruitment

- Professional networking through fellowship programs, conferences and DOE sponsored professional development workshops.
- Review open market and attend DOE sponsored hiring fairs.
- Connect with potential candidates through CFN human resources manager.

#### Retention

- School Based Mentors for new and continuing teachers.
- Teachers College One to One and Grade Level Coaching.
- Providing feedback through formal and informal observations to promote professional growth.
- Professional Development (Internal and External)
- Provide qualified staff with opportunities to develop capabilities for future administrative roles.
- Maintain an open door policy and create opportunities to engage in one on one conversations around teacher support.

#### Assignments/Programming

- Programming teachers to allow for common planning time.
- Distribution of preference sheets to identify teachers preference for subject and/or grade level.
- The pupil personnel and payroll secretaries will work closely with the network HR point person to ensure that non HQT personnel meet all required documentation and assessment deadlines.
- Maintain documentation for HQT to remain professionally certified.
- Using survey tools to assess teacher needs and concerns with the purpose of providing targeted support.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

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**PARENT INVOLVEMENT POLICY**

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

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

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

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

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

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 <b>607/E. Myers</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>014</b>
School Name <b>Senator John D. Calandra Elemmentary</b>			

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>8</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>597</b>	Total Number of ELLs	<b>39</b>	ELLs as share of total student population (%)	<b>6.53%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

ELL Identification:

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

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

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

Parental Choice:

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	5	9	5	7	8	0	0	0	0	0	0	0	39
<b>Total</b>	5	5	9	5	7	8	0	0	0	0	0	0	0	39

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

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

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	7	4	6	7								33
Chinese	1		2											3
Russian														0
Bengali						1								1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1									2
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>39</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

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

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

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

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

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

Description of the Programs:

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0
0	0
0	0

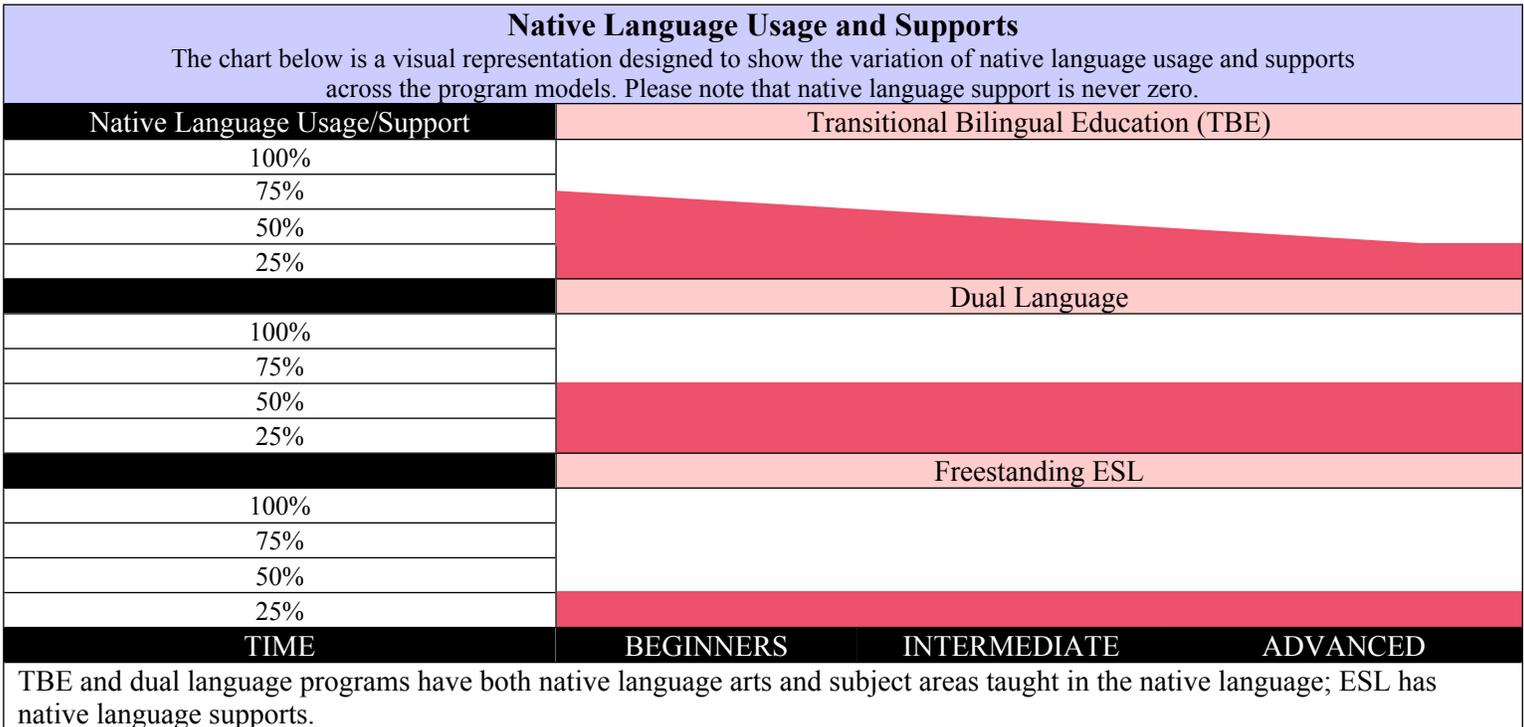
Class/Content Area	Language(s) of Instruction
0	
0	0
0	0
0	0
0	0
0	0

0	0
0	0

0	0
0	0

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

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



**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

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

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

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

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

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

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

Description of the Programs:

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

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

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

154.

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

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

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

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

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

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

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

#### Continuing Support

ELL's who have reached proficiency are entitled to two additional years of extended time and additional reading on all city and New York State exams. Those ELL's who have reached proficiency are included with the current ELL's for testing accommodations which include time and a half for both ELA and Mathematics exams and a third reading of the ELA exam. Where possible, a certified ESL teacher is the proctor for the group.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

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

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

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

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

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

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

All professional development periods require teachers to complete a sign in sheet to verify their attendance.

Approximately \$1500.00 of Title III funds have been set aside for staff development.

## E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

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

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

## 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)	5	3	1	1	1	0								11
Intermediate(I)	0	1	5	1	0	4								11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	1	3	3	6	4								17
Total	5	5	9	5	7	8	0	0	0	0	0	0	0	39

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

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

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

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

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

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

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

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

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

Paste response to questions 1-6 here

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

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

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

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

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

#### Data Analysis:

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

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

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

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

### Additional Information

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

Paste additional information here

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

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

## Part VI: LAP Assurances

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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

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

Cluster: 6 Network: 607

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

### **Part A: Needs Assessment Findings**

---

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

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

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

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

### **Part B: Strategies and Activities**

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

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

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

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

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

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

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

P.S.14 makes available:

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

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Senator John D. Calandra	DBN: 08X014
Cluster Leader: Jose Ruiz	Network Leader: Elmer Meyers
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input 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: 32 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u> # of certified ESL/Bilingual teachers: 1 # of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 14 implements a comprehensive freestanding ESL instruction program in English utilizing the Push-In/Pull-Out models. Under the funding of Title III, PS 14 offers supplemental language instruction education programs to insure that our ELL population has an adequate opportunity to acquire a second language and attain English proficiency while meeting State academic achievement standards. We will be offering an after school program twice a week for our 1st and 2nd grade ELLs, and our 3rd through 5th grade ELLs. The program will be for two days a week, 1.5 hours per day, starting in November and running through May and will be taught by our licensed ESL teacher, Marcella Capobianco. The objective of the program is to provide our ELLs small group instruction to accelerate language acquisition with a focus on developing academic language in the content areas of ELA and Mathematics through community based projects. Students will focus their inquiry on aspects of helping and participating in our local and school communities through library research, writing projects, as well as arts and cultural development. The material we will use for this program includes On Our Way to English which is a program which develops oral language, grammar, vocabulary and writing with ESL methodologies. Students will use the Comprehensive Strategy Kit: NonFiction/Fiction Combo from Coach Publishing and the Elmo MO-1 document camera w/ projector in conjunction with the Comprehension Kit to focus on building their skills in reading and writing. Other material will include, language intervention programs, software, and visual materials that help support language development in English and native language. To aid support in lower-incident languages at PS 14, such as Vietnamese, Chinese, and Mandarin, Imagine Learning Software will be utilized for native language support and content academic vocabulary. In March, the third-fifth grade after school class will convert to an ELA/Math/NYSESLAT test preparation class in order to help our long term ELLs succeed on all NYS exams. The students will use the Scholastic Literary Elements Tool Kit to supplement for test prep and literacy development.

### 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:

The ESL teacher and classroom teachers of ELLs attend Regional Workshops, OELL Workshops as well as network workshops. The ESL teacher also turnkeys ESL methodologies that are successful in aiding ELLs attain academic content language with the classroom teachers on an ongoing and regular basis. Such ESL strategies include using visual aids and realia, modeling for the students, pre-teaching vocabulary, how to help ELLs that are SWDs, and providing differentiated and accessible materials in English and

### Part C: Professional Development

native languages that can be used daily in classroom activities to help ELLs in their classrooms. In addition, teachers are also provided professional literature and up-to-date research that focuses on working with and teaching ELLs.

### Part D: Parental Engagement Activities

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

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

Begin description here:

PS 14 recognizes that parental involvement has a direct positive impact in the education of students. Parents of ELLs are invited to attend different workshops, including literacy and math workshops, in addition to several workshops targeted toward parents of ELLs to assist in their child's academic achievement. These parents will be notified about these workshops by letters in their native language and the "Wolfpack News." In house interpreters will be available to translate.

Our Parent Coordinator, Ms. Evelyn DeStefano, along with our ESL teacher, will offer quarterly one hour workshops for the parents of our ELL population. Topics covered include ways to improve student learning by:

- Getting to know ELL parents and networking
- Reading to Our Children at Home to Promote Literacy
- How to Access Aris Parent Link & Recommend Bilingual Sites for Families

The overall rationale for choosing the above workshop activities are to actively engage parents with their children's academic setting, facilitate communication between parents and teachers, provide literacy program workshops to parents/caregivers in order to support and facilitate teaching and learning at home.

In addition, parents will be invited to attend Family Night at the culmination of the After School Program in May where students will display and share their work. This is a social setting where parents can meet, gather, and participate together in their children's learning.

### Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$7898	158 hrs for ESL teacher (current teacher per session with fringe) 5hrs per week/30 weeks including parental involvement hrs.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$300	Classroom supplies and materials (chart paper, paper, folders, etc)
	\$679	Comprehensive Strategy Kit: NonFiction/Fiction Combo from Coach Publishing
	\$985	Elmo MO-1 document camera w/ projector to be used in conjunction with above Comprehension Kit
	\$149	Scholastic Literary Elements Tool Kit supplement for test prep and literacy development
Educational Software (Object Code 199)	\$1189.00	Imagine Learning Software for English Language Learners to aid in low-incident native language support such as Vietnamese and Mandarin
Travel		
Other		
<b>TOTAL</b>	<b>\$11,200</b>	<b>\$11,200</b>