



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** SHELLBANK I.S. 14  
**DBN (i.e. 01M001):** 22K014  
**Principal:** TERI AHEARN  
**Principal Email:** TAHEARN@SCHOOLS.NYC.GOV  
**Superintendent:** DR. RHONDA FARKAS  
**Network Leader:** MS. JULIA BOVE

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Teri Ahearn	*Principal or Designee	
Rocio Hartey	*UFT Chapter Leader or Designee	
Anthony Georgopolous	*PA/PTA President or Designated Co-President	
Mary Santora	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	
Sarah Giglio	Member/ Parent	
LeeAnn Warren	Member/ Parent	
Marie Laguerre	Member/ Parent	
Janice Garoklanian	Member/ Teacher	
Anna Striar	Member/ Teacher	
Dara Rojas	Member/ Parent	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, ELL students will demonstrate progress toward achieving state standards as measured by a 8% increase English Language Learner Progress on the NYS ELA assessment, and Performance Tasks.

### Comprehensive Needs Assessment

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

According to the NYC Progress Report, 45.2% of the English Language Learners were able to make progress on the NYS ELA.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Designate English Language Learners for mandated ELL instruction and After School Title III Program.
2. Provide timely feedback to teachers after frequent observations using Charlotte Danielson's Framework for Teaching, to assess instruction and ELL performance
3. Put support structures in place to support teacher growth in ELL pedagogy in order to develop instructional strategies to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards
4. Ensure that the mandated number of instructional minutes is delivered in accordance to the LAP

#### B. Key personnel and other resources used to implement each strategy/activity

1. The ESL teacher and administration ensure that our afterschool program aligns and meets the demands of the ELA Common Core Curriculum. The ESL teacher uses all techniques of ESL instruction such as modeling, hand-on activities, listening centers, read along books, and graphic organizers and other scaffolds set forth by the Universal Design for Learning
2. Administration will provide actionable feedback aligned to Danielson's Framework for Teaching
3. Administration, the ESL teacher and the ELA coach will provide coaching on UDL and multiple entry points, and professional development opportunities to meet the needs of ELL population
4. Administration will monitor the ESL teacher and student programs.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All students in the ELL after school program will make progress on the ELA unit performance task for each unit.
2. Teacher of ELL student will receive at least 6 informal observations
3. All teachers will be provided with at least 10 opportunities for ELL professional developments
4. The AP of ELL will monitor student programs to ensure compliance to the LAP

#### D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013- June 2014
3. September 2013-June 2014
4. September 2013- June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The ESL afterschool program is on Mondays and Tuesdays from 2:45-4:45
2. Teacher will be provided a minimum of 6 informal observations in 2013-2014 with actionable feedback. Teachers will have access to at least 3 professional development opportunities each month
3. Teachers will be notified of professional development opportunities by way of email and school postings.
4. The ESL teacher will meet with the AP of ESL to weekly to review ESL programming

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent consent is needed for students to join the afterschool enrichment program.
- Parents view students' SMART goals to help their child establish a personal plan of achievement.
- With assistance from the new parent coordinator, parents are emailed with updates to school affairs
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year
- Encourage meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee
- host Family Day and Cultural events
- Maintain a Parent Resource Room with computers and instructional materials for parents
- Provide translated written progress reports that are periodically given to keep parents informed of their children's progress
- Develop and distribute a school newsletter and web publication designed to keep parents informed about school activities and student progress
- Provide regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

By June 2014, SWDs will demonstrate progress toward achieving proficiency in ELA as measured by a 5% increase in SWD progress on the NYS ELA assessment.

#### **Comprehensive Needs Assessment**

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

According to the data obtained from the 2012 NYC Progress Report, we had 42% at 75<sup>th</sup>% growth percentile, the 2013 Progress report data states that 68% were in the 75<sup>th</sup>% growth percentile. The percent at proficient had fallen 4.8%

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Implement after school programs designed to meet the needs of SWDs. Instruction will be small group and individually data driven. Teacher will be a licensed special educator.
2. Provide additional PD in Universal Design for learning.
3. Teaching practices encourage student discussion based on the DoK, and promote student confidence.
4. ELA teachers meet during a common prep period to review student work, discuss best practices and set measurable goals to assist students with IEPs.
5. Collect from and confer with teachers of students with disabilities who are below proficiency in ELA to procure necessary assistance from special education staff.
6. Teachers will use Acuity data and IEP goals to address individual student needs in ELA,

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, ELA Assistant Principal, Literacy Coach, ELA teachers, After School special education teacher and Service providers.
2. Principal, ELA Assistant Principal, SIT, CFN 602 Network Specialists.
3. Principal, IEP Teacher/Special Education Administrative Assistant, CFN 602 Network Specialists
4. All ELA teachers, Literacy coach
5. Principal, IEP Teacher, SIT, all ELA teachers, Literacy Coach, ELA Assistant Principal.

6. All teachers of ELA, Principal, ELA Assistant Principal.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All students in afterschool program will show growth in their quarterly ELA grades on their report cards.
2. PD will be offered to teachers identified by administrative observation, and teacher request. CFN 602 network specialists to be called in for additional training as necessary.
3. Administrative observations, student growth percentiles increase, PD on Danielson Domain 3, PD on our school-wide instructional focus on questioning.
4. Administration, SIT, and the Literacy Coach will monitor goals set and correlation to IEP's
5. Administration, SIT, IEP teacher, CFN 602 network specialists as needed.
6. Administration, data specialist, IEP teacher, SIT and parents.

**D. Timeline for implementation and completion including start and end dates**

1. November 2013- April 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014
5. September 2013- June 2014
6. September 2013- June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will track student work and ELA grades for the first 3 marking periods.
2. Surveys will be given and administration will track next steps to identify need areas.
3. Administrative observations and tracking of student scores to identify growth. Scheduling of PD on Danielson Domain 3 to accommodate majority of teacher schedules.
4. Review of IEPs and goals- schedule of target students discussed at SIT and PPC meetings.
5. Schedule of PDs based on need of students with IEPs to be sure needs are met.
6. Scheduling of Teacher teams

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- During Parent Teacher conferences, the before and after school programs are described for the parents in detail.
- Translators used as needed for SWDs who are also ELLs. Special education teachers, parent coordinator, and related service providers also relate information to parents through newsletters, e-mails, and school messenger about after and before school help programs.
- Teachers schedule meetings afterschool for parents who could not make the parent teacher conferences as scheduled.
- Workshops for parents offered by school psychologist on parenting techniques and dealing with adolescent issues and transition issues, as well as academic ones. Parent Association meetings held regularly, once per month, and the SLT meetings are also advertised and held once per month.
- Parent's Association and SLT have formulated a questionnaire to survey the parents on how the school can best meet their needs. Meetings and workshops will be held based on the results of the survey.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
---	----------	--	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

On the 2014 Progress Report, I.S.14 will demonstrate progress (Math), by receiving 3.00 additional credits (124% increase) for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.

**Comprehensive Needs Assessment**

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

According to data on the 2013 Progress Report, we received 1.34 additional credits for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Utilize differentiating instructional strategies which are linked to best-practice teaching
2. Increase the use of manipulatives with targeted subgroups. Increase and enhance use of graphic organizers in math and discussion sentence starters. Conduct test taking tips sessions by guidance counselors to students
3. Implement and review quarterly smart goals. Review Initial and Final performance assessment in our LASW sessions. Meet with classroom teachers in regards to how student data from formative and summative assessments should determine differentiated lessons for students. Review student's IEP with formative and summative assessments, ensuring students' annual goals and objectives are current and targeted to match their current level of performance and needs.
4. Increase participation in math CMP3 professional development with Pearson specialists. Continue to provide common planning time for teachers to prioritize objectives, review content standards, develop units of study, differentiate student instruction and use data effectively for instructional planning for all students including subgroup students.
5. Provide timely and actionable feedback to teachers after frequent observations to assess instruction and student performance
6. Provide parent and students with log in information for Math XL online learning and tracking program

**B. Key personnel and other resources used to implement each strategy/activity**

1. Staff includes Principal, Math Assistant Principal, Math AIS teacher, Math Resource Room teacher, and CFN 602 Network Support Specialists.
2. Staff includes Principal, Math Assistant Principal, Math AIS teacher, Math Resource Room teacher, and CFN 602 Network Support Specialists.
3. Math teachers and Collaborative Teacher Team Members, as well as administrators will review student work and all summative and formative assessment data to ensure that practices put in place are increasing performance of students in Math. Staff will analyze trends and target areas of weakness. As well as strengthen strategies that are working.
4. Staff includes Math Assistant Principal, Math AIS teacher, and Math Resource Room teacher.
5. Staff includes Administration and teachers.
6. Staff includes Principal, Math Assistant Principal, Math AIS teacher, and Math Resource Room teacher.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Provide professional development on utilizing best practices to increase learning of students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.
2. Provide workshops on modeling with mathematics and how students can construct viable arguments in math class.
3. Provide time for collaboration on lesson planning and development of unit of study assessments. Provide teachers with initial and final assessment results for prescriptive teaching. Allow

teachers to collaborate to align curriculum maps and create units of study in Math which will incorporate rigorous activities and result in Performance Tasks.

4. Provide professional development on utilizing best practices to increase learning of students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.
5. Provide professional development and support for all teachers in implementation of Common Core standards and the Danielson Framework
6. Check Math XL student log in to track how students are doing.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014 (review after each quarter and unit of study)
4. September 2013- June 2014 (review seasonal)
5. September 2013- June 2014 (minimum of 6 times for each teacher)
6. September 2013- June 2014 (review after each quarter)

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Professional development workshops facilitated by Network, Pearson and TIF. Workshops given at least biweekly or as needed based on teacher response.
2. Pearson Manipulative CMP3 kit and Teacher created discussion templates.
3. Quarterly SMART goal template and LASW templates
4. Weekly common planning period, teacher team meetings and Seasonal Pearson workshops
5. Advance Web Application monitored at least two times per week.
6. Math XL website, used as needed by teachers, facilitated by Math AP.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Encourage meaningful parent participation of School Leadership Teams, Parent Association and Title I Parent Committee.
- Provide opportunities for parent/community involvement in math including parent newsletters, Math XL website information and email contact with teachers.
- Provide parents with opportunities for math learning and instructional strategies by the math teacher before or after the school day.
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Develop and distribute the school newsletter to parents including translated copies to keep parents informed about school activities and student progress.

**Budget and Resource Alignment**

Indicate using an "X" 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
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, all students will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at levels 3 & 4 on the NYS ELA assessment, and Performance tasks.

## **Comprehensive Needs Assessment**

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

According to data obtained on the NYC 2012-2013 Progress Report, 9.8 % of students scored a level 3 or 4 on the NYS English Language Arts Exam.

## **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **1. Strategies/activities that encompass the needs of identified subgroups**

2. Implement an After School Enrichment Program for select students. Students selected are those who scored on the upper end of Level 2, as well as students who scored in the lower end of Level 3. Students in this program will work on the skills they need to attain or keep a level 3 on the ELA state exam. Using the characteristics of a strong instructional focus as stated in the 2013-1014 CIE, The educator will implement Common Core aligned ELA curricula.
3. Ensure ELA is aligned to standards in all Content Areas. School leaders and teachers will continue to refine curriculum maps in all subjects to ensure alignment to the Common Core Learning Standards. These curriculum maps, will emphasize the use of academic language in class discussions and work products and drawing evidence from texts to inform, explain, and make arguments
4. Engage in rigorous habits, gauged by Hess' Cognitive Matrix and Webb's Depths of Knowledge, and are grounded in student discussions, reading, and writing with evidence from the text. Teaching practices across the school will leverage strategies that promote high levels of thinking, problem solving, and student ownership.
5. Across grades and subjects, all students, including English language learners (ELLs) and students with disabilities (SWDs) are required to demonstrate their thinking using the goals they have established for themselves, cross-curriculum, cross- content rubrics, as well as task-specific rubrics and planning pages. Students create quarterly "SMART" goals in all subject areas in order to have the opportunity to establish their own personal academic goals.
6. Actively support teacher growth

### **7. Key personnel and other resources used to implement each strategy/activity**

1. Employ the use of an ELA teacher, ELA Assistant Principal using Common Core aligned Curricula and technological support.
2. Using common planning periods, all teachers will meet to align curricula to the Common Core Learning Standards using a set protocol.
3. All content area teachers meet frequently in grade level and subject area teams to collaboratively review student work using a research-based protocol. Administration will use Danielson's framework for teaching.
4. Employ the assistance of the teaching staff and state assessment data.
5. Administration will provide support to teachers through frequent classroom visits, actionable feedback, coaching and professional development opportunities aligned to Danielson's Framework for Teaching, The Common Core, and other content standards

### **8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students in this program will show a growth of 5% in their ELA score as determine by their quarterly report grades.
2. During common planning periods teachers will produce 4-6 common core aligned curriculum maps and rubrics
3. Consistency increase in the number of students at proficiency by 1% for each of the 6 ELA units.
4. All students to set their "SMART" goals each quarter as well as evaluate their attainment to these goals.
5. Teacher will be provided a minimum of 6 informal observations in 2013-2014 with actionable feedback. Teachers will have access to at least 3 professional development opportunities each month

### **9. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014
5. September 2013- June 2014

### **10. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The afterschool program will be held on Mondays and Tuesdays from 2:45-4:45
2. Each content area is scheduled for a common planning time and room weekly
3. Students will take Common Core aligned performance tasks after each unit of study based on pacing calendar decided upon by administration and teachers
4. In class, teachers set aside time quarterly to revisit the students' SMART goals

5. The administration has strategically set forth a plan for informal visitations. Each teacher will be visited on a monthly basis.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Employ the use of the parent coordinator to email parents with updates to school affairs
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee
- Host Family Day and Cultural events
- Maintain a Parent Resource Room with computers and instructional materials for parents
- Provide translated written progress reports that are periodically given to keep parents informed of their children's progress
- Develop and distribute a school newsletter and web publication designed to keep parents informed about school activities and student progress
- Ensure regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	--	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- Strategies/activities that encompass the needs of identified subgroups**  
2.
- Key personnel and other resources used to implement each strategy/activity**  
1.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- Timeline for implementation and completion including start and end dates**  
1.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended Day AIS, students in small groups for intensive instruction to meet individual deficits. ELLs pull out program with students grouped according to level using multiple entry points. , MSQI piloted in the sixth grade and incorporated across content areas	Small group instruction, one to one instruction, peer tutoring,	Before school , small group and one on one instruction scheduled during the school day, after school, during extended day scheduled for AIS
<b>Mathematics</b>	Extended day AIS in small groups for intensive instruction to meet individual deficits, scheduled in school AIS using common core aligned texts to assess and give practice targeted to needs, UGGE program given after school having students receiving small group instruction in ELA and Math using technology and stretching across content areas ie. Law.	Small group instruction, one to one instruction, peer tutoring.	Before school, after school and scheduled during the school day, extended day scheduling for AIS
<b>Science</b>	Small group instruction during regular class time and after school program using technology and hands on activities to strengthen understanding of concepts.	Small group instruction	Provided daily for those at risk of failing Science
<b>Social Studies</b>	Small group instruction using technology and common core aligned texts to address needs	Small group instruction	Provided for those at risk of failing Social Studies.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Small group or one on one at risk services	Small group or one on one as needed	Daily as needed, during the school day.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Hold job fairs Develop relationships with local colleges to attract qualified student teachers Have job candidates do a demonstration lesson. Consult and draw from Teaching Fellows program Utilize Open Market system Offer meaningful, targeted professional development Hold all school staff accountable for all student achievement by setting standards aligned to the Common Core, assessing progress on a regular basis, and reporting results to be used in data driven instruction. Utilize Absent Teacher Reserve for highly qualified teachers who fit the needs of the school.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Based on formative feedback data from looking at student work in teacher-team inquiry sessions as well as data from classroom observations, we implement an array of professional development opportunities for teachers and staff to enable students to meet the CCSS.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students who are in temporary housing, or other housing program, are identified by the guidance department. Funds allocated are used to supply those students with items needed. We have a full time SAPIS person, and we house a G.R.E.A.T program as well.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers work in collaborative groups to create Common Core aligned assessments during common planning meetings. Whether teacher vetted or created by outside vendors, teacher use a protocol to assure CCLS alignment using the DOE alignment rubric. Teachers are supported with professional development from coaches, administration and lead teachers on this process.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

Intermediate School 14  
2424 Batchelder Street- Brooklyn, NY 11235-1402 (718) 743 0220  
Department of Education- City of New York  
District 22

Principal  
Teri Ahearn

Title I Parent Involvement Policy and Parent-School Compact for I.S. 14

Section I: Title 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, I.S. 14, 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. I.S. 14'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. I.S. 14 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;

I.S. 14'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 I.S. 14 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, I.S.14 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;

I.S. 14 will further encourage school-level parental involvement by:

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

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

I.S. 14, 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. I.S. 14 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>014</b>
School Name <b>Shell Bank</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Teri Ahearn</b>	Assistant Principal <b>Theresa Morgan-Turchiano</b>
Coach	Coach
ESL Teacher <b>Ella Tiflinsky</b>	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Tina Maffeo</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>560</b>	Total number of ELLs	<b>97</b>	ELLs as share of total student population (%)	<b>17.32%</b>
--	------------	----------------------	-----------	---	---------------

## Part II: 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>														
SELECT ONE							6	5	6					17
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	6	5	6	0	0	0	0	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	52	ELL Students with Disabilities	27
SIFE	18	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	13

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	52	3	2	32	6	10	13	9	15	97
Total	52	3	2	32	6	10	13	9	15	97

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	5	8					16
Chinese							1	3	2					6
Russian							5	1	5					11
Bengali														0
Urdu							2	2	1					5
Arabic							11	11	8					30
Haitian							5	3	5					13
French							1	2	2					5
Korean														0
Punjabi														0
Polish														0
Albanian							0	1	0					1
Other							4	3	3					10
<b>TOTAL</b>	0	0	0	0	0	0	32	31	34	0	0	0	0	97

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	0						10	14	13					37

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	6	12					24
Advanced (A)							16	10	10					36
Total	0	0	0	0	0	0	32	30	35	0	0	0	0	97

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	5	0	0	20
7	17	2	0	0	19
8	16	2	0	0	18
NYSAA Bilingual (SWD)				6	6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11	4	5	1	2	0	0	0	23
7	15	0	7	0	0	0	1	0	23
8	20	4	0	0	0	0	1	0	25
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	14		28		5		4		51
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our first assessment tools for the assessment of early literacy skills are the results of the LAB-R and NYSESLAT exams. Fountas and Pinnell help us to assess the literacy levels of our youngsters and provide them with literary materials at their established grade levels. ELL students are given baseline exams and our teachers are provided item analysis reports that identify specific skills to focus on for the students. On the 6th grade level all ELL students were administered the DRP, which provides us the reading level of each student. All students were administered the Measure of Student Learning Performance Assessment in ELA, Social Studies, & Science. After our teachers grade the MOSL assessments they look at student work using the National School Reform Faculty ATLAS- Learning from Student Work Protocol. This protocol guides groups of teachers to discover what the students understand and how they are thinking. Based on the results of the assessment, teachers determine the implications for planning and identify effective teaching strategies to assist the needs of each student. Teachers informally and formally assess students learning throughout the year and make adjustments to when necessary to meet the needs of each student. As continuous summative assessments, all content area teachers administer performance tasks at the completion of each unit. Content area teachers meet and look at students work using the National School Reform Faculty ATLAS- Learning from Student Work Protocol. Once again, this protocol guides groups of teachers to discover what the students understand and how they are thinking. Based on the results of the assessment, teachers determine the implications for planning and identify effective teaching strategies to assist the needs of each student. We always use the results of the NYC Performance Assessment and ARIS data to drive instruction. Teachers keep portfolios of student work, and they share these materials with their colleagues during Common Prep Planning Meetings and their informal conversations with other teachers of their ELL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns on the overall NYSESLAT proficiency results reveal that we have more Advanced ELL than Beginner ELL and Intermediate ELL. The 6th grade has 6 more Advanced ELL than Beginner ELL and 10 more Advanced ELL than Intermediate ELL. The 7th grade has more Beginner ELL at 14 students, 6 Intermediate ELL and 10 advanced ELL. The distribution of ELL in the 8th grade is fairly level with 13 Beginner ELL, 12 Intermediate ELL and 10 Advanced ELL.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The report that provides us information about the NYSESLAT modalities is not available at this time for the 2013 Exam

4. For each program, answer the following:
  - a. 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?

a) According to the 2013 ELA all of our ELLs, that tested, either scored a level 1 or 2 in all grades. Many of our students did not test because they were exempt from the exam for the 2013 exam. As for students who scored out of the ELL program by passing the NYSESLAT, all but one of those students scored a level 2 on the ELA.

In Math we had all but 1 ELL student score at level 1 even in their native language in 8th grade. We had a total of 15 students score a level 1 in 6th grade math and four of those students took the test in their native language. No 7th grader responded in their native language and 15 ELL students scored a level 1 and 7 scored a level 2. Only 2 ELL students scored a level 3 in the building, those students were both 6th graders. One 7th grader and one 8th grader scored a level 4 on the Math Exam. Students who take their exam in their native language are not fairing any more proficient than those in English.

Data on the NYS Science test only provides us with 4th grade scores and the report does not distinguish which language the students took the exam. The findings from the Science exam show that ELL students scored more frequently at level 2 than other proficiency levels. Nine students were able to meet or exceed proficiency on the 4th grade Science exam. Fourteen students scored a level 1

b) Like all data, the school leadership team and teachers follow a protocol for looking at data in order to make informed decisions. Data from the ELL periodic assessment is provided to teachers via ARIS reports. Teachers are asked to write down observations about the data, analyze the data and finally determine implications for the classroom. Based on data, teachers are to determine instructional next steps and identify best strategies for meeting the needs of their ELL students.

- c) We use the ELL periodic Assessment to measured student progress in English language proficiency and to predict ELL

performance on State English language acquisition tests. The results of the ELL Periodic Assessment provide our teachers with detailed information about our ELL strengths and weaknesses in English language development. The Periodic Assessments serves our teachers as a resource to help plan individual and group instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

To ensure that a child's second language development is considered in instructional decision we use the teacher evaluation system where administrators establish clear expectations for pedagogy based on a research-based rubric of practice. Administrators engage in frequent cycles of teacher observation and provide timely and specific feedback to teachers. Part of the observation cycle is monitoring teacher responsiveness to English language learners. Support structures are put in place to support teacher growth in ELL pedagogy.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Through data inquiry teams our staff analyzes trends in State exams. We also monitor the success of our programs for ELLs based on the accountability reports such as the NYC Progress Report and State Report Card.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. English Language Learners are welcomed to our school, and they are provided with high quality educational opportunities. The process begins when a parent arrives to be greeted at the front desk in our main office, and the parent's language of communication is established. With all newly admitted students, an informal conversation begins between the parent of the student and Ms. Ella Tiflinsky, our ESL licensed pedagogue and specialist. The administration makes sure that an ESL teacher is available to meet with the parents of our new ELLs. Ms. Tiflinsky determines if the "Home Language Identification Survey" needs to be provided in a native language as well as in English. The cards requesting a need for an interpreter are available at this time to help the parent identify his/her native language. Ms. Tiflinsky completes the interview process and checks the information in ATS to verify that the youngster is indeed a new student before providing the "Home Language Identification Survey" in the native language. At this time, we can also determine if the child is SIFE. An interpreter is available, if necessary, to ensure that the parent is able to complete the form. Based upon the results of the survey, Ms. Tiflinsky determines if the child is possibly an English Language Learner.

Within ten school days, the LAB-R test is administered to the student, and a raw score is established. For Spanish speaking listeners whose LAB-R (ENGLISH) is in the Beginner Level, we use the Spanish LAB-R to determine their academic level for future placement. The results of the test determine if the child is in need of ESL services. The parent is notified by mail and by phone that the child is entitled to Bilingual or ESL services. The "Entitlement Letter" is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings where they are asked to fill out their program of choice. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Free Standing

ESL Program. If parents of 15 students who speak the same home language and are in two contiguous grades, we would certainly open a bilingual class to accommodate the parents of these children.

The NYSESLAT is administered annually every April/May, and we use the results of this examination to determine the placement of children for the following year in our school. We pay close attention to weaknesses and/or strengths in each of the four modalities – Listening, Reading, Writing, and Speaking, and we use our assessments to place the children accordingly at one of the three determined levels – Beginner, Intermediate, or Advanced. Lessons for the youngsters are prepared by our ESL teachers, and planning focuses on Speaking and Writing and on Reading and Listening. We have found that these combinations serve to enhance the learning of our youngsters. Teachers align their lessons to the Common Core State Standards. They differentiate instruction and follow the underlying guidelines of the Universal Design for Learning.

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.

Parent is invited to attend an orientation meeting. Orientations are ongoing and are held within 10 days of enrollment. The invitation is written in English and in the parent’s native language. At the meeting, the parent receives a brochure explaining the Department of Education’s ESL services. The parent then views a short video about the various programs offered by the DOE. Parents are given the opportunity to watch this video in their native language. The parents learn about State Standards, assessments, school expectations, and general program requirements. At the end of the session, the parent is asked to complete the “Parent Survey and Program Selection Form.” We also request that the parent selects the program of his/her choice (Traditional Bilingual, Dual Language, or Free Standing ESL.) If we should receive requests for a bilingual program from parents of 15 students in two contiguous grades, we would certainly open a bilingual class to accommodate the parents of these children.

If the parent does not attend our orientation sessions, we continue to contact him/her by telephone and mail letters home to explain the available options.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The “Entitlement Letter” is mailed home in the parent’s first language and in English. Children sign for the letters that they take home to their parents. Ms. Tiflinsky makes sure that the letters are returned to them in a timely fashion (within one week.) These letters are stored with Ms. Tiflinsky in a secure location. If necessary, the teachers call the homes of the children with the aid of interpreters to make sure that the letters have been received by the parents. We also invite the parents to school to meet with the teachers and with the Assistant Principal and Supervisor of ELL Instruction at our school.

At the end of the orientation session, the parent is asked to complete the “Parent Survey and Program Selection Form.” We also request that the parent selects the program of his/her choice (Traditional Bilingual, Dual Language, or Free Standing ESL.) If we should receive requests for a bilingual program from parents of fifteen students in two contiguous grades, we would certainly open a bilingual class to accommodate the requests of the parents of these children. If the parent does not attend our orientation sessions, we continue to contact him/her by telephone and mail letters home to explain the available options. We make sure that the parent responds to our queries.

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.

In order to make this process more accessible for parents, we employ the use of our staff translators as well as the DOE Translation Unit to communicate the criteria used and the procedures followed to place identified ELL students in ESL instructional programs, which is described below:

At enrollment, the ESL teacher and School Secretary administer the Home Language Identification Survey (HLIS) to determine LAB-R eligibility. If the student’s home language is English or the student’s only language is English, we stop and student is NOT an ELL. This student enters the general education program. After HLIS is reviewed and the student’s home language is other than English or the student’s native language is other than English, the ESL teacher or AP of ESL performs an informal interview. The ESL teacher within ten school days determines whether the child is eligible for the LAB-R test. The Spanish LAB-R is administered to our Spanish-speaking ELLs if they scored below passing in the English LAB-R. The results of the test determine if the child is in need of ESL services. If the student scores at or above proficiency, we stop and determine that the student is not an ELL and he or she enters our general education program. When a student scores below proficiency this student is determined an ELL. When a student is determined to be an ELL, we exercise parIn order to make this process more accessible for parents, we employ the use of our staff translators as well as the DOE Translation Unit to communicate the criteria used and the procedures

followed to place identified ELL students in ESL instructional programs, which are described below:

At enrollment, the ESL teacher and School Secretary administer the Home Language Identification Survey (HLIS) to determine LAB-R eligibility. If the student's home language is English or the student's only language is English, we stop and student is NOT an ELL and this student enters the general education program. After HLIS is reviewed and the student's home language is other than English or the student's native language is other than English, the ESL teacher or AP of ESL performs an informal interview. The ESL teacher within ten school days determines whether the child is eligible for the LAB-R test. The Spanish LAB-R is administered to our Spanish-speaking ELLs if they scored below passing in the English LAB-R. The results of the test determine if the child is in need of ESL services. If the student scores at or above proficiency, we stop and determine that the student is not an ELL and he or she enters our general education program. When a student scores below proficiency this student is determined an ELL. When a student is determined to be an ELL, we exercise parental options. The parent is notified that the child is entitled to Bilingual or ESL services using the "Entitlement Letter." This letter is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings and view a video of various ESL program choices. They are asked to fill out their child's program choice. The ESL teacher or ELL administrator presents the 3 educational programs to the parents of newcomers. The parents complete the Parent Survey and Program Selection Form to choose an ESL program. This form is available in all major languages. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Free Standing ESL Program. With the wide variety of languages spoken by students in our school, all students receive their instruction in English using ESL methodologies for the specific amount of time as determined by the LAP guidelines. If we should receive requests for a bilingual program from the parents of 15 students in two contiguous grades, we would open a bilingual class to accommodate the parents of these children. If the survey is not returned and after many attempts to contact the parent, the child is placed in our ESL freestanding program. After receiving back the Parent Survey and Program Selection Form, we then send Placement Letters to the respective parents. For children who already were in an ESL program and took the NYSESLAT in the preceding spring and they scored below proficiency these student will continue ESL services. We send Continued Entitlement Letters in English and in the students' native language to the parents of students who scored below proficiency on the NYSESLAT. We explain that participation in this program is for the entire school year to come. We further explain that their child's continued entitlement is determined by his/her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered in the spring. We also provide parents with their child's NYSESLAT results for the past 2 years, were applicable. These letters have tear-off bottoms so that we have proof of all ESL parents' signatures. The returned slips are held with Ms. Tiflinsky to prove that parents have agreed to the ESL service provided. Records of the Identification process for ELLs are held in locked file cabinets in the ESL room. When a student score above proficiency this student is no longer an ELL and this student can enter our general education program.

When parents submit the Parent Survey and Program Selection, the school secretary, ESL teachers, and AP of ELL work together to update the ELPC screen within 20 days.ental options. The parent is notified that the child is entitled to Bilingual or ESL services using the "Entitlement Letter." This letter is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings and view a video of various ESL program choices. They are asked to fill out their child's program choice. The ESL teacher or ELL administrator presents the 3 educational programs to the parents of newcomers. The parents complete the Parent Survey and Program Selection Form to choose an ESL program. This form is available in all major languages. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Free Standing ESL Program. With the wide variety of languages spoken by students in our school, all students receive their instruction in English using ESL methodologies for the specific amount of time as determined by the LAP guidelines. If we should receive requests for a bilingual program from the parents of 15 students in two contiguous grades, we would open a bilingual class to accommodate the parents of these children. If the survey is not returned and after many attempts to contact the parent, the child is placed in our ESL freestanding program. After receiving back the Parent Survey and Program Selection Form, we then send Placement Letters to the respective parents. For children who already were in ESL programs and took the NYSESLAT in the preceding spring and they scored below proficiency this student will continue ESL services. We send Continued Entitlement Letters in English and in their native language to the parents of students who scored below proficiency. We explain that participation in this program is for the entire school year to come. We further explain that their child's continued entitlement is determined by his/her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered in the spring. We also provide parents with their child's NYSESLAT results for the past 2 years, were applicable. These letters have tear-off bottoms so that we have proof of all ESL parents' signatures. The returned slips are held with Ms. Tiflinsky to prove that parents have agreed to the ESL service provided. When a student score above proficiency this student is no longer an ELL and this student can enter our general education program.

When parents submit the Parent Survey and Program Selection, the school secretary, ESL teachers, and AP of ELL work together

to update the ELPC screen within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher and the AP use the RLER and the RLAT reports from ATS to determine student eligibility for the taking the NYSESLAT. Once student eligibility is determined and it is time for the NYSESLAT, the ESL teacher and AP in charge of ESL make up a schedule to administer all four section of the exam. First, the teachers perform the Speaking Section. The Speaking session is performed individually and we spend about 15-20 minutes per child. Usually we combine Listening and Reading for each grade. The last session is writing. Participation is important for this exam. We design a make-up schedule for each modality to test all students that are absent. We follow all ESL test accommodations as well as IEP accommodations as necessary.

6. 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.) 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. [i](#)  
We have found that about 97 % of our parents opt for our Free Standing ESL Program. They appreciate that their youngsters are exposed to a multicultural learning environment where children speak a variety of languages and learn English at the same time from their American peers. Parents seem to appreciate the constant exposure to English, and they have heard recommendations from our district in support of our program. They all request the Free Standing ESL Program. At this time, the program models offered at our school are aligned with parents' requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

We organize our programs in the Push-In and Pull-Out Models. Our Pull-Out model is grouped by grade, where all students are in one class from the same grade. Children work together at their mixed proficiency levels and our teachers differentiate instruction and at the same time cater to the socialization needs of their youngsters. Experience and research show that many children benefit greatly when they are supported by their peers who share similar circumstances in their educational development. Children learn best when they can support and teach one another. We do tend to separate our Advanced ELLs who do not require as many hours of ESL instruction but are serviced through the push-in model.

Our Push-In Model consists of teachers working with the children in their assigned content area classes. ELL students are programmed in the same class for all content areas in order to provide the best opportunity for the ELL teacher to push-in for direct instruction. Team Teaching meetings include all content-area teachers and ESL teachers in curriculum planning and professional development to meet the rigor of the Common Core Standards.

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)?

We ensure that our ELL students are provided the mandated number of minutes per week by way of our Push-In & Pull-out programming models. We tend to take our students from their minor subjects and not interrupt instruction from their core classes for our Pull-Out ESL program. We maximize use of instructional time during the regular school day when we use a Push-In model to meet the needs of our students in their content area classes. English Language Learners at the Beginner and Intermediate Levels receive 360 minutes of ESL instruction a week. Advanced Level students receive 180 minutes of ESL instruction per week. These periods represent additional hours of instruction because the children are programmed for a minimum of five periods of ELA and Math instruction by certified teachers. ELLs with special needs are in the least restrictive environment and receive services as per their IEPs.

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 foster language development and meet the demands of the Common Core Learning Standards.

To meet the demands of the Common Core Learning Standards, our school-wide programming is designed to allow for our ELL teachers to attend content area team teaching meetings. In these meetings all teachers collaborate to vet common core aligned performance tasks and rubrics. Teachers work together to design lessons that meet the needs of all students and use the guiding principles of the Universal Design for Learning (UDL). UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Teachers gather data about ELL students using the National School Reform Faculty ATLAS- Learning from Student Work Protocol. This protocol guides groups of teachers to discover what the ELL students understand and how they are thinking. Based on the results of the assessment, teachers determine the implications for planning and identify effective teaching strategies to intervene and assist the needs of each ELL student for the next unit of study. All teachers informally and formally assess students learning throughout the year and make adjustments when necessary to meet the needs of each student.

In addition, to meet the demands of the Common Core Learning Standards our goal is to immerse ELL students in vocabulary acquisition. Teachers model academic language and consistently spiral language so that students' language proficiency grows increasingly more complex. Direct vocabulary instruction is important, but it is insufficient and inefficient alone to foster students' language and vocabulary development, therefore, we provide multiple opportunities for students to practice using language in discussions and writing. We ensure that students read often from a variety of text types, heighten students' awareness of the language in the world around them, and develop the skills of students to learn new vocabulary on their own. Vocabulary acquisition in the Push-in model is addressed through systematic and intensive vocabulary development and language-rich classrooms. A recent review of literature on reading instruction for ELLs found strong evidence to support the inclusion of high-quality vocabulary instruction in a curriculum for ELLs (Gersten et al., 2007). All content area classrooms develop and use vocabulary lists to help focus instruction on both content-specific vocabulary and common academic words that students may not

know.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Through the use of the MOSL performance tasks, students are assessed in their native language throughout the year in various content areas such as Science and Social Studies. Classroom teachers informally assess students learning in their native language by way of technological services, such as Google translate. We use the Spanish ALLD to evaluate both our SIFE students as well as the children who are classified as general English Language Learners. Teachers and staff members in our building who are proficient in languages other than English assist our staff in the preparation and grading of the ALLD in other languages. We also employ the use professionals at the translation unit when needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Teachers build ongoing assessments of the four modalities listening, reading, writing, and speaking into their daily lesson planning. In class, teachers monitor speaking and listening on a weekly basis to provide feedback to student's using a speaking and listening rubric. Reading and writing is monitored in the content areas using informal observations, notebook checks, formative writing assessments in addition to final performance tasks and interviews with the students. Students are evaluated on teacher vetted, common core aligned rubrics.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation of Instruction for our ELLs, as well as for the other students in our building, depends upon a child's scholastic ability, his learning preference, and his level of achievement. The English Language Learner population at I.S. 14 is extremely diverse, not only in home language, but also in culture, educational experience, and learning strategy. Differentiation of instruction occurs in all of our classes on a regular basis. We adhere to the principles of Universal Design for Learning to meet the needs of ELL subgroups. UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn.

a) Our 18 students with interrupted formal education (SIFE) have five or fewer years of service. We provide these children with rich and rigorous language experiences. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out instructional ESL programs. Children meet with our guidance counselors and other support staff on a regular basis. Parental involvement is key. SIFE's are subjects for our school's Inquiry Team. Teachers use ongoing assessments in all content areas and to assess progress of these students. ESL teachers meet with contents area teachers on a regular basis to view the work of the children and explore new ways to meet the learning challenges facing the youngsters each day. This data is used to drive instruction in the classroom. Teachers of ELL attend professional development sessions regarding SIFEs regularly. ELLs, who are SIFEs, are grouped according to uniform school data such as state exam data from ELA and NYS Math examinations, the results of the NYSESLAT, and the ongoing classroom data acquired by their subject class and ESL teachers. The data is used to drive their instruction. Our ESL teachers communicate regularly with their colleagues who teach our SIFEs required material from subject content areas. All of our pedagogues work together to design differentiated lessons that adhere to the Common Core Learning Standards. Curriculum maps are provided for all teachers to support instruction. Paraprofessionals assist the children when necessary and provide individualized instruction to reinforce what is learned in the regular subject area classroom. Students receive AIS services during the school day, and they are given the opportunity to participate in our after-school programs for additional support and enrichment. The following are a few ways we differentiate instruction for SIFE's: use of technology for video and audio support, Starfall, TPR – Total Physical Response, Google Translation (for translation & audio), Vocabulary/Pronunciation Bilingual Glossaries for content areas/subjects, Picture Dictionariesm Starfall/Listening/Speaking /Recording Voices, Multicultural/Bilingual Libraries, Listening Centers, Visual & Modeling, Graphic Organizers.

b) Newcomers, Ells in U.S. schools for less than three years, are supported by being given English and translated introductions regarding school policies, established procedures, and daily routines for learning. We also provide these children with rich and rigorous language experiences. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out Instructional ESL Programs. For students in the Beginner level, we use Total Physical Response, labeling, songs and chants, drama, role playing, choral reading, shared reading, Brainstorming, language experience stories, buddy/partner reading, and sketch to-stretch activities. For the children in the Intermediate/Advanced levels, we align the tasks related to the literacy texts and assessments that require higher-order critical thinking skills. Students are moved from the Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) with scaffolding and the explicit teaching of the English language, including etymology, grammar with the study of literal and figurative language, and semantics. Students are encouraged to reflect upon their own experiences as a foundation for building vocabulary and understanding theme.

Students receive content area instruction in English with certified subject teachers. Teachers differentiate their instruction to meet the needs of all students, including the ELLs. Classrooms are arranged for small group support and cooperative learning. Rooms are designed to provide visual support. Teachers use scaffolding, technology, tiered grouping, project based learning, and other differentiated strategies to help ELLs learn content and language proficiency. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

Newcomers, who must take the ELA this April, receive differentiated instruction, ongoing assessment, and continued support. We place a strong emphasis upon the writing of Standard English and the ability to analyze and evaluate when reading both non-fictional and fictional literary works. We stress the importance of an enhanced vocabulary and the need to use these advanced English terms when writing essays in all subject areas. Students are instructed about the nature of essay writing, and they practice writing coherent and intelligent compositions.

c) The above practices are also in effect for our ELLs receiving service for four to six years. ELLs, who receive service 4 to 6 years, are grouped according to uniform school data, MOSL and Baseline assessments, data from ELA and NYS Math Examinations, results of the NYSESLAT, and the classroom data acquired by their subject class and ESL teachers. All of our pedagogues work together to design differentiated tasks that meet the demands of the Common Core Learning Standards. Instruction is scaffolded using the UDL principles for creating instructional goals, methods, materials, and assessments that work for everyone and flexible approaches that can be customized and adjusted for individual needs. Curriculum maps are provided for all teachers to support instruction. Paraprofessionals assist the children when necessary and provide individualized instruction to reinforce what is learned in the regular subject area classroom. Students receive AIS services during the school day, and they are given the opportunity to participate in our after-school programs for additional support and enrichment.

d) Long term ELLs with more than six years of service usually become case studies and require close inquiry to determine the lag in attaining proficiency in English. We sometimes refer these students for additional services through the PPC. Our long term ELLs receive targeted intervention, including conferencing, student contracts for increased academic work outside of school, and AIS during the school day.

e) Former ELLs are monitored and supported continuously. Former ELLs are encouraged to acquire assistance from the ESL teacher when needed during the school day, during AIS, and in the afterschool program. Progress of these students is monitored like all students, on a regular basis. Content area teachers use UDL strategies to provide access to on-level tasks and support diverse learners. Former ELL are eligible for ESL test accommodations up to 2 years of testing proficient.

**7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?**

The needs of ELLs-SWDs within the least restrictive environment are addressed in the same fashion. We differentiate instruction for all of our students, and we pay close attention to their individual needs. As mentioned, we employ the guidelines of UDL so that all students can access grade-level materials. UDL helps us address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs. We aim to have curricula that is created using UDL and therefore is designed from the outset to meet the needs of all learners. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners. When planning we look toward the three primary principles, which are based on neuroscience research, guide UDL and provide the underlying framework for the Guidelines: Principle I: Provide Multiple Means of Representation (the “what” of learning). Principle II: Provide Multiple Means of Action and Expression (the “how” of learning), and Principle III: Provide Multiple Means of Engagement (the “why” of learning).

**8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?**

Here at I.S. 14 we have a wide range of diverse learners and our school curricula, instruction, and scheduling flexibility are designed so that English Language Learners and Students with disabilities are given access to the full continuum of services in the LRE appropriate. When planning for learning, we keep in mind the students’ individual student accommodations, modifications, and assistive technology found on their IEP to foster students’ success. Our school-wide structures and resources utilize staff and resources innovatively. We have always scheduled students so that they are in the least-restrictive environment. We provide flexible programming in order to provide a full continuum of services necessary. As stated, instructional planning is done collaboratively with the ESL teacher and content area teachers working in concert to meet the demands of the Common Core Learning Standards but teams are able to strategically identify barrier so to put structures in place to make instruction accessible, using guidelines provided by Universal Design for Learning.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

Our targeted intervention programs for the children are all offered in English. Staff members, who act as translators, will make phone calls home and assist teachers and support personnel who need to discuss specific intervention concerns with the parents of our ELLs. We offer AIS programs in Language Arts and Math to support our ELL youngsters. In addition, Ms. Tiflinksy, The ELL teacher, provides 4 hours a week in afterschool assistance to our ELL students.

The after-school program is available for continued help and support in academics and socialization skills. Our afterschool program aligns and meets the demands of the ELA Common Core Curriculum. The teacher uses all techniques of ESL instruction such as modeling, hand-on activities, listening centers, read along books, and graphic organizers. The goal of the program is to increase ELL's performance levels on state assessments. In addition, the afterschool program prepares students who will be taking the ELA for the first time with a strong focus on writing.

We are using the Word Generation Program as an intervention program in the 6th grade. Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program employs several strategies to ensure that students learn words in a variety of contexts. The program consists of weekly units that each introduces 5 high-utility target words through brief passages outlining controversies currently under debate in this country. The paragraphs are intended to help students join ongoing "national conversations" by sparking active examination and discussion of contemporary issues. The target words are relevant to a range of settings and subject areas. The cross-content focus on a small number of words each week will enable students to understand the variety of ways in which words are related, and the multiple exposures to words will provide ample opportunities for deeper understanding. Our Inquiry Team monitors the progress of our youngsters, and teachers meet regularly as teams to discuss how to use current data to drive instruction in their classrooms. Guidance counselors and other support personnel meet regularly with our youngsters to monitor their progress and help them deal with ongoing situations in their personal lives. Teachers give up their personal time to tutor children and advise them during regularly scheduled lunch periods. In addition, through the use of continuously looking at student work in all content areas, our teachers are able to identify the strengths and weaknesses of our ELL population on a regular basis. When teachers collaborate they can identify ELL barriers to learning and determine instructional interventions through the use of UDL principles.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The teaching practices in the Push- In and Pull-out model leverage strategies that promote high levels of thinking, problem solving, and student ownership. The teaching strategies school wide, such as inquiry, collaborative learning, critical thinking, scaffolding, and questioning are systematic and explicit, are based on sequential plans aligned to the CCLS curricula, and consistently provide multiple entry points and instructional interventions and extensions to ensure that all students, including ELLs, SWDs, to have access to curricula. Our program teachers meet frequently in grade level and subject area teams to collaboratively review student work of ELL, analyze formative grade wide assessments, and assess student progress after each performance task for evidence of student growth as well as gaps in learning. We have noticed that the students are incorporating more academic vocabulary acquired from varied subjects in their writing since the implementation on the ELA Common Core Standards, and students are employing the use of figurative language and are citing text evidence but need more support in developing their thesis statements.

11. What new programs or improvements will be considered for the upcoming school year?

We hope to expand our ELL program and are looking to hire an additional ESL teacher in the coming year. In addition, we are focusing on providing more translations in the school's pertinent languages, so we do not miss opportunities to highlight special events and student successes for all families. We hope that maximizing school-home communication around sharing of goals, plans, and solutions for learning to ensure the realization of the school's vision.

12. What programs/services for ELLs will be discontinued and why?

At this time, we are planning to enhance our services and programs for ELLs and not discontinue them.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are afforded equal access to school programs. Students in freestanding ESL programs receive all instruction in English with native language support. Educational programs for ELLs embody the conceptual understanding of challenging content and well-developed learning strategies that will prepare ELLs to think critically, solve problems, and communicate in the

language(s) of instruction. ELLs are actively engaged in standards-based academic curriculum. All students including ELLs are included in all school activities, after school programs, & Academic Intervention Services. All school programs are described in detail for the parents when letters are sent home from school. Children receive applications for the After-School Programs that include a set of permission slips for classroom videos and student evaluations at the end of the program. Applications are duplicated and translated for the parents. Translators explain the nature of each offering when necessary. This process is in effect for all after-school activities and supplemental services in our building.

Our Spanish speaking ELLs, who are deemed proficient in their native language according to the results of Spanish language assessments, are given additional support. We encourage them to take the NYS Spanish Proficiency Exam for High School credit. ELLs who excel in math content skills are encouraged to attend our classes in Regents Mathematics and take the exam in June. Students who are eligible for NYS testing in ELA or who scored below the grade of mid Level 2 also receive academic intervention (AIS). Children who received a Level 1 in Mathematics participate in AIS classes that offer a computer assisted program, Math Upgrade, and small group tutorials. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Prentice Hall Literature Common Core Edition is a comprehensive literacy program that brings together the cornerstones of the Common Core State Standards and provides teachers and students with a full array of instructional resources. An ELL support version of the book is available to differentiate instruction. ELL students are fully integrated in other content areas and supported with material designed to break barriers to learning. Textbooks from the Harcourt Newcomer series are also used to focus on academic language and organization within the content areas. Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program employs several strategies to ensure that students learn words in a variety of contexts. Standards based materials are used with teacher scaffolding activities as needed. We provide native language support through the growth of an extensive native language literature collection. Bilingual glossaries provide our students with opportunities to share elements of their native languages with their classmates who learn new words and also discuss common phrases.

Students who are eligible for NYS testing in ELA or who scored below the grade of mid Level 2 also receive academic intervention (AIS). Children who received a Level 1 in Mathematics participate in AIS classes that offer a computer assisted program, Math Upgrade, and small group tutorials. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out Instructional ESL Programs for all of our ELLs requiring supplemental services.

For students in the Beginner level, we use Total Physical Response, labeling, songs and chants, drama, role playing, choral reading, shared reading, Brainstorming, language experience stories, buddy/partner reading, and sketch to-stretch activities.

For the children in the Intermediate/Advanced levels, we align the tasks related to the literacy texts and assessments that require higher-order critical thinking skills. Students are moved from the Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) with scaffolding and the explicit teaching of the English language, including etymology, grammar with the study of literal and figurative language, and semantics. Students are encouraged to reflect upon their own experiences as a foundation for building vocabulary and understanding theme.

All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We provide native language support by the use of bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system. We offer language development and support for content instruction in the native language when same language grouping is possible.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

The ELL population at I.S.14 is served by grade. Our school follows a freestanding ESL program where the ESL teachers work collaboratively with ELA teachers. Our school follows the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Our teachers infuse ESL strategies into grade level content instruction so that students can learn content and receive content credit while simultaneously developing English skills. Also, we assist students with Interrupted Formal Education (SIFE) accelerate academic and language development by providing additional instructional time before school (AIS) and after school. The Title III (supplemental Service) for ELL students is available during our afterschool program. This program is taught using research based strategies, with a focus on speaking, reading, writing, and mathematics. Students also learn through enrichment activities, including Computer-Based Language and Total Physical Response activities. Instruction is in English and test preparation is provided.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Each May, we conduct orientation sessions for parents of incoming ELL sixth graders where we explain our programs, and we talk about extra-curricular activities for our youngsters. We offer translations in major languages so that the parents can understand the nature of our meeting. ELL students and their parents have the opportunity to view the school building and classrooms, talk with subject teachers, and ask questions. The prospective sixth grade ELLs can also tour the building and view the work of the other children in the school. Prior to the opening of school in September, newly enrolled students meet the ESL contact person, Ms. Tiflinsky, the teacher, and some of the youngsters from our current ESL Programs who may be able to converse with them in their native languages. Parents fill out necessary forms to clarify the prior education of their children. This aids us when we place the students for instruction. The Parent Coordinator and our bilingual staff are also available to facilitate an easy start to the new school year.

In September, when we meet our newly enrolled ELL students, our ESL teachers duplicate the established procedures that we have set in practice for our incoming sixth graders. All new students are assigned a buddy, they are given a tour of our school building, and they are greeted by our general staff and made to feel welcome. Parents are encouraged to maintain contact with teachers and support staff throughout the course of the school year. Our ELL students and their parents mean a great deal to us. ELLs who enroll throughout the year are welcomed in a similar manner. All ELL students and their parents have the opportunity to view the school building and classrooms, talk with subject teachers, and ask questions in their native language. Students are assessed and placed in the best environment. Teachers are quickly provided the most up to date data and integrate ELL strategies based on the needs of the students.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All ELL Personnel and staff at the school are required to participate in Professional Development sessions. Administrators, lead ELL teachers and coaches will review and turn-key best practices based on the latest research to support learning for the ELL population. Paraprofessionals, teachers, and other staff will attend workshops during Chancellor's Professional Development days that will focus on meeting the needs of the ELL population. Teachers receive professional development provided by school leaders and outside support teams regularly throughout the school year. At the school site, teachers will continue their learning of the elements of the Universal Design for Learning and how to provide ELL access the demands of the Common Core Learning Standards. Staff meetings and common preparation periods will often devote time to discussions about teaching strategies that work to support ELLs. Mainstream teachers of ELA, Science, Math, Social Studies, and our ESL teachers will meet regularly, according to an established schedule, with our Literacy Coach and Data Specialist who can provide training and support regarding teaching strategies and data that will drive instruction and enhance learning for our ELLs. Teachers have access to and review ELL data through our school Intranet I Space.

2. As stated, all teachers of ELL students are required to participate in Professional Development sessions. Teachers are encouraged to attend DOE and Network 602 PD Opportunities available for Educators of ELLs. As we transition to the rigor of the Common Core learning standards, our school has employed the knowledge of our own NYC Common Core Fellows to run meeting on the unpacking of the standards as well as how to implement these standards into the classroom. Our professional development meetings are ongoing and look like professional learning communities where teacher collaborate and turn-key new ideas as they engage in the Common Core Learning Standards in various content areas. ELL teachers are a part of these meetings and share best practices to break down barriers for the ELL students as they work with the Common Core Learning Standards.

3. We provide support to our staff to assist ELLs as they transition from elementary to middle school. At the end of the school year, in May, teachers of students in Grade 6 meet with coaches and support personnel to plan our activities for our incoming sixth graders. Teachers are encouraged to participate in our Summer Orientation Program for all incoming students, including ELLs. Students can learn about the school and its programs, and they can begin to develop new relationships.

4. The minimum 7.5 hours of ELL training for all staff, including non ELL teachers will include the following topics:

- The Language Allocation Policy plan is an essential document for our school, and it describes our plans for the success of our English Language Learners.
- Who are our SIFEs, and what can we do to ensure their success in our building?
- What measures do we have in place to assure that our curriculum in all content areas give all individuals' equal opportunities to learn?
- How can we support academic language acquisition and vocabulary development for our ELLs?
- How can we analyze ELL data effectively to drive instruction?
- How can we plan for and teach BICS and CALP simultaneously?
- What can we do to better understand native language patterns in order to differentiate instruction in Standard English grammar?

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. We have presently hired a new Parent Coordinator and who has a goal to work with the school staff to increase parental involvement. Through the use of the DOE Translation Unit she will provide parents ongoing access to the school news in the highly used home languages at I.S.14. The Parent Coordinator will identify the needs of parents as they communicate with teachers and work as a liaison to find a communication tool best suited for each parent. The school is working hard to increase the level of parental involvement, including parents of ELLs. The new parents of our students in Grade 6 are showing an interest in participating in school events. In addition to PA meetings, parents will be invited to attend several school functions. Our Parents' Association meets each month to address the needs of our children and the needs of our school. All parents, including the parents of our ELLs, are invited to attend these meetings. Invitations are translated into the native languages of the children, and they are sent home with the original English letters. In addition to Open School Week, our parents are invited to our school at the discretion of both the teachers and the parents to visit their child's classroom and observe his/her performance in class. We encourage our parents to be a part of our school environment and work with us as a team to support the academic and social success of their children. Parents are invited to accompany their children on classroom excursions, take part in our festivals and school events, and support us throughout the school year. We have an "Open Door Policy" for all of our parents, including the parents of our ELLs. Through Title III, we offer programs to support our parents after school and in the evenings. Ms. Tiflinsky, our ESL specialist, conducts workshops to address topics requested by parental survey.
  2. At this time we do not partner with Community Based Organizations but provide our own parent workshops
  3. In order to evaluate the needs of parents we use:
    - Parent survey data
    - Feedback via Email
    - Parent association minutes
    - One –on –one conversations
    - Parent coordinator notes
  4. Parents are interested in learning about the academic requirements of their children. For example, the parents of the long-term ELLs seek guidance on what measures should be taken at home to assist in the educational development of their child. In addition, the parents of our newcomers are interested in learning about the promotional requirements and testing policies of DOE schools. In addition, we plan to have parent information and parental development opportunities based on the NY State Exams, the demands of the Common Core Learning Standards, as well as requirements for High School entrance. To meet the socialization needs of our ELL population, we have a annual cultural fair run by Ms. Tiflinsky and facilitated by our own ELL students. At this fair, parents and teachers are treated to traditional food from the various cultures as well as special dances and musical performances.

## E. 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 response to question here:

**Part VI: LAP Assurances**

**School Name: I.S. 14**

**School DBN: 22K014**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Teri Ahean	Principal		11/5/13
Theresa Morgan	Assistant Principal		11/5/13
Tina Maffeo	Parent Coordinator		11/5/13
Ella Tiflinsky	ESL Teacher		11/5/13
Ms. Giglio	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		11/05/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 22K014 School Name: 014

Cluster: 6 Network: 602

**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.

We collect data from the Home Language Surveys as well as through interviews with students who may no longer be ELLs but whose parents are not proficient in English. On the HLIS ELL parents check the language to which they would prefer to communicate. When parents are invited to school for orientations and meetings with the teachers of their children, we assess their ability to communicate in English. If we determine that the parent needs support in his/her primary language, we depend upon the assistance of our staff members who are able to converse with the parent in his/her primary language. If we do not have a staff member available to communicate with the parent, we contact the Translation Unit for support and assistance.

We translate school letters over the Internet through the Translation Unit, and we distribute the English and the translated versions of the documents to the children. We encourage all of our students to bring home all notices in a timely fashion.

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

The findings were that at least seven different languages are spoken in the homes of our youngsters, with Haitian-Creole, Spanish, and Arabic being predominant. Most of our English Language Learners speak their primary languages at home when communicating with their parents and family members. Although some of our parents have limited oral English language ability, only a small percentage are able to read and write proficiently enough in English to comprehend and correspond with the school effectively. Teachers and Staff are provided a report of what language is spoken at the home of ELL students. Teachers and other staff members have reported that they need the assistance of translators for interpretation and language assistance when calling the parents of our ELLs to ensure that communication is accurate and complete.

## Part B: Strategies and Activities

---

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

Most major informational materials are available in translated versions on the DOE website. The ESL teacher, the Assistant Principal, and the Parent Coordinator download these various documents when necessary. School-based letters and notices are sent to the Translation and Interpretation Unit in a timely fashion. The unit offers translation services in the top nine languages other than English spoken in New York City—Spanish, Chinese, Russian, Bengali, French, Haitian Creole, Korean, Urdu, and Arabic for our parent population. Sometimes, we use the translation services provided by the Internet for language assistance. School-based documents relating to academic programs, disciplinary issues, and notices of special school and general events are sent to the Unit for translation services. Sometimes, we use the translation services provided by the Internet for language assistance. Each September, the school's administration surveys the staff to identify members with writing proficiency in the primary languages of our students. In addition to supporting the language needs of our parents, our translators aid us when we assess the scholastic abilities of our youngsters in their primary languages

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

We use various resources in order to provide our parents with oral interpretation services. Our first step is to use a teacher or staff designee to interpret for the non-English speaking parents. If we need additional assistance we call on the Translation and Interpretation Unit. The Translation and Interpretation Unit is a critical resource for schools who need assistance translating parent notifications and providing over-the-phone interpretation services to ELL parents. Over-the-phone interpretation services are available in more than 150 languages. The Unit is an important part of the school's language access initiative which aims to enhance our school's ability to communicate with and better engage limited-English-proficient parents.

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>.

Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

- The Translation and Interpretation Unit will be asked to provide training to parent coordinators and other key school-based staff on language access requirements.
- Within ten days of a student's enrollment, or by a date and procedure determined by the Office of Teaching and Learning, our school will determine the primary language of the parent. If the language is not English, our school will determine if the parent requires language assistance in order to communicate effectively with the Department and with our staff members.
- We will maintain an appropriate and current record of the primary language of each parent. We will maintain this information in ATS and on the student's emergency card.
- We will provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the Department and with our staff members.
- We will not use minors under the age of eighteen as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or discipline issues are items for discussion.
- We will employ the services of the Translation and Interpretation Unit in a timely manner for translated documents. We will make use of documents that are distributed electronically to all parents within the City of New York that contain critical information regarding their child's education and other matters such as registration, application and selection, standards and performance, conduct, safety, discipline, special education and related services, and transfers and discharges.
- We will work with the Translation and Interpretation Unit so that their personnel can translate critical communication, in a timely manner, in each of our designated covered languages.
- Our school will provide parents, whose primary language is a designated covered language, with translations of documents that contain individual, student-specific information regarding matters of health, safety, legal considerations, discipline, and entitlement to a public education or placement in any Special Education, English Language Learner, or any non-standard academic program.
- When the Translation and Interpretation Unit is temporarily unable to provide required translations in designated covered languages, we will assist the parents and inform them in writing about methods of requesting free translations or interpretations of school and other necessary documents.
- We will provide parents, whose primary language is a designated covered language, with a copy of the Bill of Rights and Responsibilities which delineates the rights of parents regarding translation and interpretation services. Our school administration will post signs in conspicuous locations in our building, and in each of the designated covered languages, about the availability of interpretation services for parents. We are aware of the fact that the Bill of Rights and Responsibilities and the signs are available at "schools.nyc.gov..." and we intend to access copies of these materials.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: I.S. 14	DBN: 22K014
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The direct instruction supplemental program will be available to English Language Learners identified as having need. The first targeted group will be made up of students in grades 6,7, and 8 who are English Language Learners in the bottom third of the school's scores on the 2012 NYS ELA, and /or whose scores did not indicate progress. The second targeted group will focus upon youngsters in grades 6, 7, and 8 who scored below Level 3 or who did not make progress on the 2012 NYS Mathematics Examination. The third targeted group of youngsters will be made up of those children whose NYSESLAT grades fail to show progress and/or improvement.

Classes will be held on Mondays, Tuesdays, and Wednesdays from 2:45pm to 4:45 pm. They will begin on October 1, 2012, and they will end on April 4, 2013. Our program, "21 st Century," will be made up of up to 25 students that will represent two consecutive grades. There will be a total of up to 25 children in the after-school program. Our licensed ESL pedagogue will differentiate instruction for the youngsters, and will focus primarily on ESL/ELA and Mathematics, with reading in the content areas to support learning in Social Studies and Science. Children will receive one hour of math instruction and one hour of ESL/ELA instruction with support in their primary languages.

The Mathematics component will focus on math vocabulary and individualized support for strands learned during the day as delineated in each grade's Curriculum Map and Pacing Calendar, with ELL modifications. Students will practice visual representation to demonstrate understanding as they gain proficiency in the academic language of math. ESL/ELA lessons will integrate science, history, and geography through content area reading and project -based experiences. They will also follow established material from the Curriculum Maps and Pacing Calendars, with ELL modifications. In ELA, students will use the Footprint Reading Library Collection, which is a leveled library of fiction and non-fiction, and the Step-By-Step Writing Program, which incorporates the Writing Process. Lessons will integrate content and language development simultaneously. Students will be assessed routinely through the Fountas and Pinnell Assessment Program. Teachers will begin using strategies from the SIOP model. Students will receive rich language experiences including academic vocabulary, grammar, fluency, and comprehension, with scaffolding to support learning. Children will be provided with ample opportunities to practice social and oral language development. Teachers will also focus on test preparation and study skills. Technology will be used to provide opportunities for self-paced interactive tasks. Youngsters will be encouraged to use the Internet for research, and they will learn how technology can enhance publication. A photo memoir (bookmaking) will be a culminating class after-school project. All instruction will be differentiated, and it will incorporate levels of Bloom's Taxonomy and Understanding By Design. Lessons will adhere to the Common Core Curriculum and the State Standards.

## Part B: Direct Instruction Supplemental Program Information

Students at the Beginner, Intermediate, and Advanced Levels will focus on the following activities:

Beginning

Differentiation of Instruction

Technology

Starfall

TPR – Total Physical Response

Google Translation (for translation & audio)

Vocabulary/Pronunciation

Bilingual Glossaries for content areas/subjects

Starfall/Listening/Speaking /Recording Voices

Multicultural/Bilingual Libraries

Listening Centers

Intermediate

Differentiation/Grouping

Visual & Modeling

Bilingual Dictionaries

Scaffolding

Graphic Organizers

TPR

Listening Centers

Advanced

## Part B: Direct Instruction Supplemental Program Information

Group Work/ Differentiation of Instruction

Use of the Thesaurus & Illustrated Dictionaries

Questions are based /built on Bloom's Taxonomy

Listening Centers

## Part C: Professional Development

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

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

Begin description here: All adults required to support ESL instruction and service delivery will receive training throughout the school year. Support staff, such as Guidance Counselors, School Health Professionals, School Aides, and the Parent Coordinator will benefit from training on topics such as awareness of health issues, social issues, cultural differences, and effective communication skills to support the ELL students and their parents. Support staff will receive overview training from the Assistant Principal responsible for the ESL Department and the ESL teachers. They will turnkey knowledge learned from professional development sessions prepared for them by the Department of English Language Learners and specialists from CFN 602. In addition to this, support specialists from CFN 602 will be available to come to our school at the request of the administration to provide professional development for our ESL teachers and our regular staff. Our Literacy Coach and our Data Specialist are also prepared to offer training in support of our English Language Learners. Our Literacy Coach will house a library of tapes, books, and videos to support training to meet the needs of the ELL student.

Topics to be addressed include, but are not limited to:

Raising awareness of the ELL student's needs.

Adapting curriculum for the instructional needs of the student, and how to increase their knowledge of English.

Strategies to use across content areas.

Sept. /Oct. 2012

### Part C: Professional Development

The Language Allocation Policy plan is an essential document for our school, and it describes our plans for the success of our English Language Learners.

Who are our SIFEs, and what can we do to ensure their success in our building?

Nov. /Dec. 2012

What are some scaffolding techniques for ELLs?

How can we support academic language acquisition and vocabulary development for our ELLs?

How can we analyze ELL data effectively to drive instruction?

Jan. /Feb. 2013

Who are the “Generation 1.5 Students,” and how do we teach them?

How can we plan for and teach BICS and CALP simultaneously?

What can we do to better understand native language patterns in order to differentiate instruction in Standard English grammar?

March/Apr. 2013

Using Technology to support the ELLs and Their Parents

### Part D: Parental Engagement Activities

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

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

Begin description here: Our Parents’ Association meets each month to address the needs of our children and the needs of our school. All parents, including the parents of our ELLs, are invited to attend these meetings. Invitations are translated into the primary languages of the children, and they are sent home with the original English letters. In addition to Open School Week, our parents are always invited to visit the classrooms of their children and watch their youngsters at work. They are encouraged to

## Part D: Parental Engagement Activities

make appointments at their own convenience and visit the teachers of their children. Parent notices are translated into home languages by the Translation Unit or by services provided by the Internet. Translators, who are school staff members, are available to translate and interpret when necessary.

Parents are invited to accompany their children on classroom excursions, take part in our festivals and school events, and support us throughout the school year. We have an “Open Door Policy” for all of our parents, including the parents of our ELLs. This means that we encourage all of our parents to participate and involve themselves actively in the education of their youngsters.

Through Title III, we offer programs to support our parents after school and in the evenings. Ms. Tiflinsky, our ESL specialist, conducts workshops to address topics requested by parental survey. Some popular topics include:

- Understanding the NYC Discipline Code
- Internet Safety
- Navigating the DOE Website
- Navigating the city’s website about Health and Financial Services
- Supporting Your Child At Home and Better Understanding His/Her Academic Needs

Parent notices are translated into home languages, and school staff members are available to translate and interpret necessary information.

As part of the parent piece of our 21st Century After-School Program grant, our CBO, SLATE, conducts parent workshops in our neighborhood community center to support all of our parents, including the parents of our ELLs. These workshops focus upon computer literacy and the use of various forms of technology to navigate the Internet and send email. Translators are available on site to address the needs of the parents of our ELLs in their primary languages.

In summary, our parental involvement activities include the monthly meetings of our Parents’ Association, our CBO, SLATE, and the workshops conducted for parents about computer literacy and an awareness of current trends in technology, invitations to attend school festivals and activities and take part in school wide events, parent workshops that are supported by Title III directives, and our “Open

**Part D: Parental Engagement Activities**

Door Policy’ that encourages the parents to communicate with us regularly in order to voice their concerns and needs. We send letters home regularly, and the teachers of our ELLs communicate with the parents by telephone. We send surveys to parents to address their personal questions and considerations. School based translators and translations from the Translation Unit help to support the parents of our ELLs in their primary languages.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>		