



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 14 Q, THE FAIRVIEW SCHOOL

DBN (i.e. 01M001): 24Q014

Principal: DR. ROSEMARY CIPRIANI-SKLAR

Principal Email: RSKLAR@SCHOOLS.NYC.GOV

Superintendent: MS. MADELENE CHAN

Network Leader: MS. ROXAN MARKS

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
Dr. Rosemary Cipriani-Sklar	*Principal or Designee	
William Andersen	*UFT Chapter Leader or Designee	
Aleyda Ramirez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Donna Pucciarelli	Member/ Elected UFT	
Susan Haber	Member/ Elected UFT	
Gianna Bommarito	Member/ Elected UFT	
Miriam Morocho	Member/ Elected Parent	
Sofia San Martin	Member/ Elected Parent	
Maria Delgado	Member/ Elected Parent	
Maria Priego	Member/ Elected 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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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, 100% of instruction in ELA will be aligned to the Common Core State Standards in order to improve literacy proficiencies on the ELA State Exam by 3% in grades 3, 4 & 5 with particular emphasis on the subgroup populations ELL and Special Education

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.

Now that we are fully into the implementation of the Common Core Standards, it was determined through looking at the last set of state ELA scores that our subgroups – ELL and Special Education require further monitoring and revising of the Ready Gen curricula to insure their success. Additionally, using growth data from performance series our youngest test taking grade needs support in rigor and stamina in order to be able to complete the ELA exam in the allotted time frame. A continued focus of professional development in aligning the ELA curriculum to the standards will enable teachers to have a clear understanding of what lessons address which 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.

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

1. Use of instructional strategies to meet targeted subgroups – ELLs and Special Education – UDL Strategies and RTI Tier intervention support.

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

1. Teacher teams as well as individual teachers and A.P.'s will be provided opportunities from September 2013 through June 2014 to attend both in house and external professional development which will include research based activities provided by the principal, A.P.'s, Network, Pearson and the city. Special Education teachers, ELL teachers and RTI specialists will attend training on developing reading skills and language skills with these targeted subgroups from September 2013 through June 2014.

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

1. We will use baseline data followed by benchmark data, student work and on demand work to evaluate targeted student progress and the impact of strategies we are using. Data collected from in class assessments and pre/post assessments, class work, homework and low inference observations will support our instructional strategies for monitoring their effectiveness.

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

1. The timeline for implementation of strategies/activities as well as evaluation runs from September 2013 through June 2014 with benchmark points at 2 month intervals.

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

1. Teacher planning periods to continually monitor and revise alignment of standards and curriculum throughout the school year. Programming will allow for teaching planning periods for the purpose of aligning curriculum to standards; visitation of teachers of targeted needs students to general education teacher's classrooms; additional work during common preps. Professional library books on curriculum and state standards will be purchased for the faculty's use. Substitutes will be provided so teaching faculty may attend P/D. Saturday ELL Academy, and Early Bird class support from November 2013 through April 2014.

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).

Parents will be informed during PTA meetings of the school's plan to focus on improving literacy proficiencies on the ELA state exam in grades 3, 4 and 5. Additionally, they will be advised of our particular subgroup focus – ELL and Special Education. Their role in supporting the school via continuous contact with their child's teachers, support of school wide goals and activities and the importance of their increased involvement in their child's home and school work will be addressed.

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	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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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, there will be an improvement in the pedagogical practice as evidenced by 100% teacher participation in Teacher Effectiveness Professional Development training on the Danielson Framework and by 75% of teacher observations reflecting an improvement in practice on Domain 2 and 3 of Danielson and a 50% improvement in practice on Domains 1 and 4 of Danielson from beginning of year through final observations for school year 2013 -2014.

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.

Upon review of our school comprehensive needs assessment which was handed to faculty in September the following was revealed – teachers have a great need to fully understand how the Danielson Framework, the Citywide Instructional Expectations and the Common Core Standards work together. Professional Development is needed in this area which would enable teachers both as individuals and working in teams to gain confidence in understanding the relationship between good pedagogical strategies and teacher effectiveness. The areas of questioning technique and multiple entry points needs further attention.

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. Teacher teams as well as individual teachers will be provided opportunities to attend both in house and external professional development which will include research based activities provided by the Principal, A.P.'s, Network, the city, Pearson, Houghton Mifflin and BERG.

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

1. Principal and A.P.'s will use the Danielson Framework for Teaching as the rubric to improve pedagogical practice. Walkthroughs and observations by A.P.'s and Principal will be used to monitor teacher practice, including practices learned in P/D sessions.

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

1. Some targets to evaluate the progress, effectiveness and impact will be increased by teacher participation in Lunch and Learns, an increase of 10% each month in effective rating domains 2 and 3 during observations and more visible best classroom in classroom.

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

1. The timeframe runs from September 2013 through June 2014, monthly P/D and Lunch and Learns.

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

1. Teachers will be provided with a Needs Assessment to complete which will drive the type of P/D offered. Teachers will also advance their training in technology through Smartboard lessons.

Strategies to Increase Parental Involvement

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

The parent coordinator, family worker and principal will address the rigorous content curriculum at workshops and PTA meetings. Parents will be informed of the new Teacher Evaluation System and the parent's role in supporting their children at school in this new work.

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	X	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 #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.

To continue to improve educational outcome for at risk students, including holdovers, Level 1 and Level 2, struggling students and the subgroups, special education and ELLs, by providing targeted RTI based on formative and summative data so that by June 2014, the number of students needing academic intervention will decrease by 10%.

Comprehensive Needs Assessment

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

Based on data from the most recent state test scores, as well as predictive and T/C Running Records, it appears that our special education and ELL students performed less well than the “general” school population. Additionally, we have a concern for our holdovers this year and the increase in rigor of the state ELA exam. Therefore, there was a need to address this concern through goal setting this year.

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. During October 2013 through June 2014, students within Level 1 and Level 2 on ELA will receive either Tier 2 or Tier 3 RTI intervention services at specific intervals. This RTI program is tailored to meet the individual needs of students who based on RTI assessments need additional support to move forward their achievement. Data collected from in class assessments and pre/post assessments, classwork, homework and low inference observations will decide instruction in both the classrooms and RTI rooms.

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

1. UDL practices as well as flexible grouping will be used as support by RTI providers while informing classroom teachers of progress. RTI providers will include reading specialists and content area specialists who have time allocated to their programs.

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

1. RTI providers will use Passport Voyager targets and leveled book monitoring to assess effectiveness and impact of intervention.

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

1. Students will have additional support through Early Bird ELA classes Feb. 2014 – April 2014 and Saturday Academy – Nov. 2013 through April 2014 for those Level 1’s and 2’s who are ELLs.

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

1. Peer tutoring, club hours and technology programs will round out support for these at risk learners. Peer tutoring will occur during the school year – October through May. Tutors will be selected from Grade 5 Honor Roll students as well as buddy system support within classrooms. Club hours officially run Friday afternoon from 2:30PM – 3:30PM beginning in October and ending in December. They reopen in March and end again in May. Club hours provide support for enrichment, academic vocabulary, building experiential background and developing values of fairness, respect, responsibility and caring. The technology programs provide alternative resources for learning both in and outside of school. A rich collection of online support for ELA, Math and language development are offered in all students at the school.

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).

Parents of students receiving Tier 2 and Tier 3 service will be notified via letter and by phone as soon as RTI begins in the month of October. Meetings will be held to explain these services and the progress being made by the children. Parents who request sitting in on classes may do so with permission of principal, teacher and student. Workshops will be offered to parents during parent coordinator meetings.

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	X	Title IA	Title IIA	X	Title III	Set Aside	X	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.

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.

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

1.

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

1.

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

1.

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

1.

E. 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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

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

1.

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

1.

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

1.

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

1.

E. 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.

	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.											

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

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

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Public School 14Q will participate in city wide job fairs, check new teacher postings on DOE website, interview ATR's and recruit from Teaching Fellows organization. Additionally, P.S.14Q will tap resources of our partner colleges for student teachers who can be encouraged to visit PS14Q and see the learning environment and classroom teachers in action and who can do their student observations and student teaching at 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).
P.S.14Q provides a strong professional development program for its teachers. Teachers are provided the P/D through Grade and Faculty Conferences, Lunch and Learns, Team Planning Periods, off site professional development workshops provided by the city and network, outside city P/D provided by such P/D providers as BERG and curriculum P/D provided through webinars. Professional Development is differentiated based upon teacher strengths, areas in need of improvement and on the school wide needs assessment.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All students are insured of receiving mandated and at risk services. Teams of faculty members coordinate the services. These teams are made up of guidance counselors, school psychologists, social workers, family worker and all special service providers such as Resource Room Teachers, Speech providers, Attendance personnel, etc. A Vertical Data Team provides for scaffolded instructional strategies in content area instruction in order to provide a seamless vertical connection across grades and to insure the instructional shifts of the common core are followed. Budget categories used to support service and program coordination are 337, 689 and 100. Grade Data Teams, RTI coordinators, principals, assistant principals and the SBST work together to insure seamless support for at risk students. The parent coordinator will support families through workshops on working with students in need of intervention. Budget categories used for this purpose are 451, 337 and 100.

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.).
P.S.14Q partners with the predominate pre-schools whose students go on to attend this school. Pre-school students and their parents visit the school to tour classrooms and learn about the curriculum in use. Additionally, non English speaking parents of pre-school children are invited to attend our Parent School which runs Mondays through Thursdays. Our pupil accounting secretary is in contact with the pre-school office so that we can insure a seamless transition from pre-school into kindergarten with records and necessary medical issues received in a timely manner. Parents of students with special needs meet with members of the SBST so that intervention services and/or special needs placements can be assessed and continued if necessary.

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.
A teacher team was put together to make decisions about the measures of student learning assessments that would be used at the school this year. Teacher team leaders went for training in the summer and in September and studied the variable

multiple assessments that were available for use. After some deliberation, a consensus was reached on the multiple assessments and measures of student learning. Additional professional development during the year will be provided around these assessments.

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become 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;
- conducting a Parent School Mondays through Thursdays so that we can assist in the education of the "total" family;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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 24	Borough Queens	School Number 014
School Name The Fairview		

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 Dr. Rosemary Cipriani-Sklar	Assistant Principal Dr. J. Chatterton
Coach type here	Coach type here
ESL Teacher Ms. Loreta Fabricant	Guidance Counselor Ms. Nora Baez
Teacher/Subject Area Mr. G. Scudero/Social Studies	Parent Ms. M. Morocho
Teacher/Subject Area type here	Parent Coordinator Ms. C. Cruz
Related Service Provider Ms. Hammer	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	13	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	9	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5	Number of special education teachers with bilingual extensions	6

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1687	Total number of ELLs	474	ELLs as share of total student population (%)	28.10%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	1	1	3	1	0								8
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	0	1	2	3	3	0								9
Push-In	5	4	1	3	2	6								21
Total	7	6	4	9	6	6	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	474	Newcomers (ELLs receiving service 0-3 years)	382	ELL Students with Disabilities	67
SIFE	2	ELLs receiving service 4-6 years	90	Long-Term (completed 6+ years)	2

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	123	2	33	14	0	11				137
Dual Language										0
ESL	259	0	12	76	0	10	2	0	1	337
Total	382	2	45	90	0	21	2	0	1	474
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	34	26	24	28	14								152
SELECT ONE														0
SELECT ONE														0
TOTAL	26	34	26	24	28	14	0	152						

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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
TOTAL	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	40	36	39	56	44	56								271
Chinese	9	4	6	9	4	5								37
Russian			1											1
Bengali	1	1	2	1	2	1								8
Urdu					3	1								4
Arabic	1	1		2		2								6
Haitian														0
French														0
Korean					1									1
Punjabi				1	3									4
Polish														0
Albanian														0
Other	2			1	1	1								5
TOTAL	53	42	48	70	58	66	0	0	0	0	0	0	0	337

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)	4	9	7	14	14	14								62

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)	25	35	31	30	29	12								162
Advanced (A)	44	18	38	37	36	55								228
Total	73	62	76	81	79	81	0	0	0	0	0	0	0	452

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	59	14	5	0	78
4	56	13	1	0	70
5	60	18	3	0	81
6					0
7					0
8					0
NYSAA Bilingual (SWD)				3	3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	54	3	21	1	2	0	5	0	86
4	42	5	21	1	13	1	1	0	84
5	71	9	14	0	3	0	0	0	97
6									0
7									0
8									0
NYSAA Bilingual (SWD)							3		3

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9	2	20	3	37	3	7		81
8									0
NYSAA Bilingual (SWD)							2		2

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)	32	13	6	13				
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.

Paste response to questions here: ELLs early literacy skills are assessed through various tools - A Ready Gen Assessment enables teachers to get a clear, useful picture of a student's early learning skills. A Fountas and Pinnell Running Records Assessment is also included. This gives teachers data regarding guided reading levels for instruction, independent reading levels for stamina and specific skills data in order to differentiate instruction and group work.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: An analysis of the 2013 NYSESLAT proficiency levels shows that kindergarteners taking the test in spring 2013 made great gains in modality levels. A large percentage moved from beginner level to advanced and proficient, showing that more kindergarteners are becoming reading and writing ready. This will translate into higher reading levels in first and second grades. The same trend was noticed in first and second grade with many students moving into the advanced level. Fourth and fifth grade had a more gradual rise, with less students moving into the advanced level. This may be due to the higher rigor for upper grade reading and will be addressed through additional ELL supports. ELL academic intervention and small group differentiation will challenge students to meet higher levels of academic achievement.

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](#))

Paste response to question here:

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?

Paste response to questions here: Results of tests by ELLs in English as compared to their native language indicate that our ELLs have much stronger proficiencies in their newly acquired L2(English) than in their native language. Because high stakes tests are meant to raise standards for student learning, ELLs who are tested may be challenged to meet levels of academic achievement higher than ever before. P.S.14Q uses the results from the ELL Periodic Assessment to decide how best to raise ELLs awareness of the typical discourse and formats of standardized testing. Test taking vocabulary, patterns and format are important tools for ELL students to become familiar with. The test results are also used to determine how to approach teaching specific skills to the ELL students. The ELL Predictive gives teachers insight as to the strides the student is making on reading and writing skills as well as familiarity with test taking which may be different in their home educational environment.

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](#).)

Paste response to question here: P.S.14Q uses data collected on the ELLs to determine the level RTI support needed when they struggle with language acquisition. The interventions used are systematically applied and derived from best practices in instruction of ELLs. Data used includes summative test results from NYSESLAT and/or State Exams, diagnostic assessments, formative ongoing assessments, classroom work samples with rubrics and attendance. This data allows us to provide multiple entry points. Beside screening, P.S.14Q provides a strong core instructional program in Tier 1 by qualified instructors which develops language and literacy across the curriculum. Along with the core instructional program is the school's instructional focus of linking student's background knowledge and everyday lives to the content. Tier 2 and Tier 3 provides the intervention needed by children not progressing on target. A monitoring and revising of our intervention is always present in our support of ELLs.

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

Paste response to question here: In order to insure that a child's second language development is considered in instructional decisions our teachers attend Professional Development Workshops on ELLs, so that they have a clear understanding of language and literacy development. Additionally, we build upon the linguistic capabilities that the students bring to the classroom. We assess how much familiarity the students have with English, the degree of proficiency in their own languages, any prior school experiences and the opportunities the child has to practice the new language at home.

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?

Paste response to questions here: There are no dual language programs at PS14Q.

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

Paste response to question here: The success of the ELL program is evaluated by looking at both formative and summative assessments as well as student work portfolios, reading logs and project based rubrics. The Newcomers class is also evaluated in terms of how many and how quickly students move from the silent stage to the emergent stage of language acquisition. We know our program is successful here because in recent years ELLs have made their AYP.

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](#).)

Paste response to question here: Newcomer students and parents to our school, are met by our pupil accounting secretary and the parent coordinator. If the parent does not have a friend or relative to translate for him, we provide a translator in order to complete the paperwork. If the parent speaks a language that we cannot provide an in house interpreter for, then we call the interpretation service which is provided by the Dept. of Education. The service is usually able to help us with the initial registration over the phone. If that is not possible, we make an appointment to speak with an interpreter and the parent and also send the paperwork for translation to the translation service. A trained ESL teacher or trained reading specialist is contacted to administer the Home Language Survey in order to determine if the student will be given the LAB-R. The LAB-R is administered to all newcomer students whose Home Language Survey indicates a language other than English is spoken in the house. The ESL coordinator collects the HLS and tests the newcomer within ten days of registration. A translated letter is sent home with the results for the parents. The LAB-R is hand scored and results are used to determine English proficiency level, if the newcomer student's home language is Spanish and the LAB-R determines they are eligible for ESL, the Spanish LAB is also administered and the results used to determine the students' academic level in their native language. The ESL coordinator keeps copies of all the newcomers' Home Language Surveys and parent choice paperwork, originals go in the CUM folder.

- 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.

Paste response to question here: At registration, the parent, through translation is advised of the LAB-R test which will determine their child's level. The parent is also invited to the next parent orientation meeting and given a packet in their language to fill out. If they cannot make the meeting, the parent is given a parent guide and time permitting, watch the video, then advised of their choices. Parents of newcomers are sent an entitlement letter within 10 days if their child did not pass the LAB-R. The entitlement letter also includes an invitation to the next parent orientation if the parent has not already been to a meeting. We hold the meeting in the auditorium and play the Dept. of Education video in all languages for the groups we have present. The ESL coordinator and the parent coordinator are able to answer questions in spanish. We have two chinese paraprofessionals who assist with chinese translations and also a teacher who speaks Arabic if that language is at this year's first parent choice meeting. The video and pedagogues translating assist in parent's understanding of their choices. If we should have a parent whose language is not represented, the translation service would be called.

Any parent who chooses a program we do not have at this school is given the opportunity to choose another school in the DOE system that has their chosen program or informed that if more than 15 parents in two consecutive grades choose the program, then the school will initiate the program. Parents will be notified by mail and phone to have their students placed in their chosen program.

- 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].)

Paste response to question here: The ESL coordinator checks the NYSESLAT results from the previous May and sends parents entitlement letters in their home language, informing parents of ESL placement. The coordinator uses RADP report weekly to ensure all new entrants into the NYC School System are advised of their program choices. The ELL coordinator prints up the LAB-R report by class. Each student is sent either the "No Longer Eligible Letter" if they passed the NYSESLAT or "The Continuation Letter". Each letter is checked off. Parents have a signature box on the continuation letter which they are required to return to the ELL coordinator. The signed, returned letters are checked off the list. The ELL coordinator contacts any parent who had a question or comment on the returned forms. The ELL coordinator sends out second and third notices of letters not returned in a week's time. Phone calls follow if there is still no response. When space is available, students who do not return the parent selection letters are placed in Bilingual classes. All letters and NYSESLAT class tests are kept in a file in the ELL coordinator's office. Originals of the Home Language Survey and new parent choice are kept in the student's official folders. The ELL coordinator keeps a list of all newcomers LAB-R score, parent choice letter and ELPC report entry. If parent does not return Parent Choice, additional copies are sent, then parent is called and a phone choice can be made if parent cannot come in person. The default to parent choice is placement in a TBE if available in the first language.

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.

Paste response to question here: The ESL coordinator administers the LAB-R within 10 days of the student's admission, and informs parent of results in their language and student's class placement according to the parent's selection. The parent selection is consulted after student takes the LAB-R. If we do not have the selected program, the student's name is placed on a list. When the list reaches 15 students in two consecutive grades, the parent will be informed and can then make the selection again. Meanwhile, the student is placed in the parent's second choice program. The ELL coordinator sends the parents a placement letter. All letters are double sided in English and the native language.

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.

Paste response to question here: The ELL coordinator and testing coordinator decide as a team when the first dates are available to administer the NYSESLAT. Teachers who will be proctoring the exam are trained and schedules are made up to ensure that all test modalities are given on the same day. Students are given a letter to parents to inform them of the upcoming test which will determine their child's English proficiency levels. The ESL coordinator keeps the RLER list, and absence lists to make sure all students who are identified as ELLs are tested during the testing window. Self-contained, Bilingual and ELL classes take the test in their rooms, and push-in ELL students are picked up and given the test as a group in a separate setting. Make up tests are given throughout the testing window as needed.

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. 

Paste response to question here: A review of the Parent Choice of Program letters shows that a high percentage of parents prefer the ESL Self-Contained or push-in program. Bilingual classes in Spanish were a second choice. Our lower incidence languages such as Chinese and Bengali, chose ESL classes with no second choice of Bilingual, even when informed of the possibility of Bilingual classes if there is enough interest. At this time, the school is very much aligned with parent program 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])?

Paste response to questions here: The organizational models for ELL students at P.S.14Q consist of Bilingual classes, push-in ELL model and self-contained ELL model. These programs encompass multifaced print rich, language rich educational environments which follow CCLS in ELA and Mathematics. The program models are heterogeneous in both the self-contained ELL classes and the Bilingual Spanish classes, with the exception of our newcomers class in which we program all newly entered beginner students from several grades in order to concentrate on ELL modalities of speaking, reading, writing and listening. The Traditional Bilingual Education Program includes instruction in the students' native language as well as an ESL and ELA component designed to develop skills in English and in Spanish. Content area instruction is in both the native language and English. At present there are (5) Bilingual CTT classes. The second model of service is the free standing English as a Second Language program in which students receive instruction in English with the number of units of ESL instruction determined by NYS regulations and student needs. This free standing model presently consists of (9) self-contained ESL classes, as well as a small push-in instructional program. The self-contained classes are organized for the purpose of ensuring that the mandated number of instructional minutes is provided according to proficiency levels

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)?

Paste response to questions here: ELL self-contained classes and Bilingual classes receive the mandated number of instructional ESL minutes during their ELA and Reading periods daily, as well as content based ESL. Spanish bilingual classes deliver NLA for one period daily (50 minutes). Bilingual classes also deliver 2 periods (100 minutes) daily of ELA using ESL Strategies including vocabulary, grammar and English usage. Self-contained classes encompass beginner, intermediate and advanced students. All students get the maximum amount of ESL instructional minutes (100 minutes daily) because teachers use ESL methodology throughout the day. Push-in ELL teachers work with ELL students during their ELA periods by grouping all the ELLs together making sure they receive the instructional minutes they are entitled to. Newcomers, less than one year, are given the opportunity to receive instruction in an ungraded newcomers class specifically designed for the purpose of transitioning students into the new school environment. Language acquisition is a priority in this class enabling students to move from the silent stage into the emergent language stage. Additionally, newcomer students who are required to take the state exams are provided additional support through RTI Tier 2 and Tier3, Early Bird Test Review and the Saturday Academy.

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.

Paste response to question here: In Spanish Bilingual classes, content areas are delivered in both English and Spanish aligned to the L1 and L2 levels in the class. Vocabulary is delivered in both languages. Students are tasked with answering questions in groups - sharing in English and Spanish. Students also are led through higher order questions for math, social studies and science ensuring a deeper understanding of the content and using academic vocabulary orally. TBE teachers use pictures, charts, maps, content academic vocabulary words walls and timelines in order to make lessons more visual for students. Students are also instructed in the use of graphic organizers to help consolidate their thoughts. ESL teachers also use visuals and manipulatives to support ELL students in content area subjects. Sheltered English provides ELLs with content area instruction on their grade level. Teachers in ELL classes build on students prior knowledge, demonstrate and increase their wait time for answers, giving ELLs time to formulate their answers. Teachers also model answers using academic vocabulary. ELL students are provided content area - word to word glossaries in their language in order to support higher level questioning in content areas. Additionally, the common core shifts can be seen in these classes as ELL students are introduced to evidence-based questions and answers which are supported by informational text and the continued use of academic vocabulary.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here: Teachers in Bilingual classes give tests in Spanish in conjunction with their content area instruction. Teachers also give translated versions of the diagnostic tests available. Teachers use informal evaluation and transition to more English as the school year progresses.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: All ELLs in our 3rd, 4th and 5th grades take the ELL Interim Assessments. The data is used to drive instruction and plan for intervention. ELLs in K-5 are evaluated informally daily by their use of academic vocabulary and writing examples.

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).

Paste response to questions here: a. SIFE students are given small group instruction, targeting the area of need for that individual student. Early reading readiness skills are addressed and instruction in basic routines and rituals provide transition into our school for these students.

b. Newcomers (0-3) in self-contained ELL classes and Bilingual classes are held to the same CCLS in both Math and English. These students are given instruction including teacher and peer modeling, academic and content vocabulary with pictures and or symbols, a simplified rubric of what is expected and individual attention for editing.

c. ELLs receiving service 4-6 years are also held to CCLS standards in both ELA and Math. These students are also given strong exposure to academic vocabulary and glossaries to help them with content area information. They are provided with extension of services to continue their English acquisition. Extended time for testing and separate location are also given for high stakes tests. Students are provided with additional writing skills development to ensure their success.

d. Long-term ELLs (completed 6+ years) are given additional one on one intervention in the modality they need. They have access to MyOn and Ticket to Read.

e. Former ELLs are given additional time and separate location for standardized test. Former ELLs are also invited to Saturday ELL Classes which help them prepare for the state tests.

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?

Paste response to question here: Teachers of ELL-SWDs provide targeted Tier 2 and Tier 3 interventions to those students who need more support. Teachers also use native language support if needed. Teachers use graphic organizers to aid students with content area lessons and intensify use of content area vocabulary. ELL-SWDs need organizational skills developed in order to build on their knowledge. Teachers help them learn how to organize and retrieve information in content area lessons.

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?

Paste response to question here: ELL-SWDs who are in Special Education classes are mainstreamed into general education classes for content area instruction as per their IEP. This flexibility has worked well with ELL-SWDs who need the additional support of a self-contained class, but are on grade level with some content area subjects.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		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.
- Paste response to question here: To ensure that our ELL population has an adequate opportunity to acquire a second language the following targeted interventions are being implemented; participation of ELLs in the RTI Program using Passport/Voyager, Ticket to Read, English at your Command, Go Math and Ready Gen Phonics. ELLs participate in the Saturday Academy and use technology to support their learning. They are provided with differentiated instruction in small groups and flexible grouping. RTI provides At-Risk ELL students additional practice to support their language needs. Support ranges depending on student need, two or more periods per week.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here: Our current programs for ELLs, Spanish Bilingual and ESL self-contained, give our ELL population targeted opportunity to acquire a second language. These programs are aligned to the Common Core Learning Standards in ELA and mathematics and support content instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here: We are looking into new technology to support our ELLs in their various stages of proficiency. For example, the school has purchased Rosetta Stone for the Newcomers class which has shown, through carefully looking at student work, the silent stage students increased their level of word recognition and word comprehension. This self-paced program allows our Newcomers to work at their independent levels and allows the teacher additional language support for the class. Also, the school also has a grant for the technology using the MyOn Program which introduces the CCLS proportion of fiction to non fiction books to our new language learners.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here: At present our ELL programs and services we provide will remain in place.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here: All ELLs in our school have access to a Saturday Academy which is designed to supplement academic achievement. The three hour, weekly program uses ELL strategies to supplement Math and ELA skills as well as ESL modalities of listening, speaking, reading and writing. The small group setting allows teachers and students to focus in on areas of need. All ELLs also have the opportunity to join clubs and participate in the Arts Program at school. Students are also invited to a Summer ELL Program which enables them to build on L2 acquisition.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Paste response to question here: Instructional materials to support ELLs are: Ready Gen, Ready Gen Phonics, Sadlier Phonics, Ticket to Read, MyOn, PBSKid.org, GoMath, NYSESLAT Practice Booklets, Shared Reading, Rosetta Stone, ABCYA.com, Ticket to Read and Starfall.com.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here: TBE: Instruction in students' native language as well as ESL component. Vocabulary in L1 and L2 and clear directions in L1 and L2. ESL: Instruction is in English therefore students are able to work with buddies who speak L1, teacher also offers directions in L1 if possible. Students have word to word dictionaries as well as glossaries for content area vocabulary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Paste response to question here: All services are aligned with student grade levels. Vocabulary and content area material is aligned with CCLS for the student's grade level.
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.
- Paste response to question here: Newly enrolled ELL students are programmed into a Newcomer Class. This class allows new ELL students to receive instruction in an ungraded class designed for the purpose of transitioning students into the new school environment. Language acquisition is a priority in this class as well as content area vocabulary in math and science. Students are "graduated" from this class into a self-contained ELL class or Bilingual class when certain benchmarks are achieved.
18. What language electives are offered to ELLs?
- Paste response to question here: 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)?

Paste response to questions here: 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.

Paste response to questions here: Ongoing professional development occurs during grade conferences, faculty conferences and off campus workshops. Emphasis on language development, non-fiction literacy, guided reading, fluency and academic vocabulary is the focus of P/D for ELL teachers. Bilingual teachers, ELL self contained teachers and General Ed teachers are invited to attend the many P/D opportunities offered by OELL during the school year, September 2013 through June 2014 and even in the summer. Ongoing professional development during grade conferences and faculty conferences focus on our large ELL population. Best practices to aid our ELL population are shared by all teachers. ELL faculty also attend Network and citywide workshops on ELLs and outside of the city workshops by BERG.

All ELL and TBE teachers in our school participate in the many P/D opportunities offered by OELL. These teachers then turnkey the information and materials from the P/D to ELL and TBE teachers in our school. Additionally, all Common Core Professional Development and Danielson Framework for Teaching is attended by ELL faculty which supports their clear understanding and use of best practices in the classroom focusing on the alignment of Citywide Instructional Expectations, Instructional Shifts and CCLS.

Support is provided to Grade 5 teachers of ELLs on completing Middle School applications, CCLS for Middle School, programs available to ELLS in middle school and moving students from grade school to middle school guidance services.

The following are the scheduled ELL training sessions - September P/D Day, October Grade Conference, February Grade Conference, April Lunch and Learn and the June Grade Conference and June P/D Day equals 7.5 hours of training for ELL teachers..

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?

Paste response to questions here: The parent and community participates in the education of our ELL student population. Parents meet during parent workshops to learn about strategies that are used to teach their ELL children. Parents are taught to use these strategies with their own children at home and are given special homework help information by licensed ESL Teachers. Parent Program Choice meetings are held so parents are able to choose the placement service for their children (ESL or Bilingual Programs).

P.S.14Q partners with Encore, Leap, Museo del Barrio and the Hall of Science to support ELL students and their families through workshops and information services of interest to ELL families.

Parents needs are evaluated via the parent coordinator who speaks with parents on a daily basis. Needs are brought to my attention and assistance is provided to families. Additionally, ELL families are surveyed during Parent School Sessions for interests and needs.

Parent involvement activities are planned considering the family, cultural and language background of our ELL students in order to create a well informed home/school connection for our diverse population and to celebrate their cultural heritage and customs. Based on information received by our parent coordinator, workshops of interest to parents are scheduled.

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: The Fairview School

School DBN: 24Q014

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. R. Cipriani-Sklar	Principal		12/6/13
Dr. J. Chatterton	Assistant Principal		12/6/13
Cristina Cruz	Parent Coordinator		12/6/13
Loreta Fabricant	ESL Teacher		12/6/13
Miriam Morocho	Parent		12/6/13
Gary Scudero/Social Studies	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nora Baez	Guidance Counselor		12/6/13
Roxan Marks	Network Leader		12/6/13
Susan Hammer	Other <u>Related Svc Provider</u>		12/6/13
	Other		1/1/01
	Other		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: 24Q014 School Name: The Faiview School

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

The school will use Home Language Survey forms to assess our written translation and oral translation needs regarding language. Also data gathered during PTA meetings and parent workshops will also assist us in obtaining the information needed so that all parents are provided with appropriate and timely information in a language they can understand.

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

The findings are as follows: The dominant language needs of this school for written and oral translation in Spanish and Chinese. In house capacity has been created for translations in French, Chinese, Punjabi, Arabic, Spanish, Italian and Greek if it became necessary. These findings were reported through faculty conferences, PTA meetings and SLT meetings.

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.

P.S.14Q provides in house written translations where necessary in Spanish, Chinese and English. Our teachers and support staff can supply most translations. However, we do make use of the Translation and Interpretation Unit of the DOE for more immediate needs of language that cannot be interpreted at the school.

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

The school can provide oral interpretation in multiple languages including Spanish, Chinese, French and some Indian languages. Additionally, the school will use the DOE translation services to provide oral interpretation of information when needed.

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

The school will use in house services between school personnel and the DOE translation services to provide all parents with notifications in languages they need. All posters regarding translation services available from DOE are posted at the main entrance of the school. Faculty are made aware of the Translation and Interpretation Unit.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.14Q	DBN: 24Q014
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 175
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 9
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Part C: Professional Development

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

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		