



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE CADWALLADER COLDEN SCHOOL

DBN (i.e. 01M001): 25Q214

Principal: DENISE FUCCILLO

Principal Email: DFUCCIL@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: DIANE FOLEY

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
Denise Fuccillo	*Principal or Designee	
Cheryl Spector	*UFT Chapter Leader or Designee	
Lakiesha Wafford	*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	
Mirella Rizzo	Member/ UFT	
Nikki Nikoloulis	Member/ UFT	
Mindy Diamond	Member/ UFT	
Kelly Mena	Member/ Parent	
Gail Rossman	Member/ Parent	
Sarah Galindez	Member/ Parent	
Rosemary McCorey	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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, in Kindergarten through grade five, 75% of questions asked during instruction and student discussion will be at or above a level 3 of DOK as evidenced by classroom observations, lesson plans and students' written responses.

Comprehensive Needs Assessment

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

Based on our cycles of observations from 2012-2013 from *Danielson's Framework for Teaching* we found our teachers needed to improve in the above area. *Professional Development has been provided in this area and continues to be our focus for this year as this is also essential in aligning pedagogy to the Common Core Learning 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

- While continuing to implement the Danielson Framework for Teaching, there will be a deeper focus on Domain 3 competency b (Using questioning and Discussion Techniques.)
- Once a week all staff members will receive Professional Development including carefully studying the Danielson Framework for Teaching, in order to help them with questioning techniques.
- The administration will design a schedule for teacher observations and feedback. Feedback will be provided within 24-48 hours of observation
- Teachers will be given the opportunity to have several common preps with their grade mates during the week in order to help share ideas and feedback from class discussions.

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

- The instructional cabinet will develop a professional development plan for a teacher which integrates the feedback provided to teachers.
- Instructional support staff from our network and central will meet with teacher teams to improve in this area

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

- The administration will attend professional development opportunities hosted by CFN204 to further assist in the norming of classroom observations.

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

- Timeline for implementation and completion will begin September 2013 and end June 2014.

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

- Schedule planning days for teachers to work with the literacy coach on the development of the CCLS aligned Ready Gen reading/writing curriculum, focusing on altering questions in order to align them with CCLS.

Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

We provide onsite translators for parent teacher conferences.

Budget and 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	X	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.

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

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, our ELL students who scored in the 75th Growth Percentile or Higher will increase from 59.4% to 65% as measured by the NYS ELA exam.

Comprehensive Needs Assessment

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

Our Progress Report results for 2013 indicate a 5.9% decrease in the percentage of ELL students in the 75th growth percentile or higher on the NYS ELA exam.

In addition, our ELL population has increased from 15% in 2012-2013 to 19% in 2013-2014 in grades Kindergarten through 5.

Instructional Strategies/Activities

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

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

- The ESL teachers will deliver the required number of instructional hours for beginner, intermediate and advanced ELLs
- Teacher Inquiry Teams will review students' progress and provide differentiated instructional activities to students throughout the year.
- ESL students will utilize *i-Ready* and *IXL* instructional software to supplement the reading curriculum.

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

- The literacy coach will work with the ESL teachers to provide professional development for classroom teachers focused on supporting ELLs.
- The parent coordinator will work with the ESL teachers to facilitate workshops for parents of ELLs.

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

- The administration will observe the ESL teachers to ensure that instruction is aligned to the CCLS and to develop teacher effectiveness in the focused competencies from *Danielson's Framework for Teaching*.
- Teachers and the administration will use and monitor *I-Ready*, *IXL* and *TC Assessment Pro* to track student growth.

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

Timeline for implementation and completion will begin September 2013 and end June 2014

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

ELL students in grades 2-5 will participate in a 10 week after school program working with a licensed ESL teacher and a general education teacher. This program provides supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 30 students participate in the program and are in grades 2-5. The classes meet twice weekly for a total of three hours per week. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math. These are two areas of ELL need as indicated by 2013 NYSELAT, NYS test results and teacher review of student work.

Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

We provide onsite translators for parent teacher conferences.

Budget and 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	X	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.

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

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.

By June 2014, the median adjusted growth percentile for students in Grades 3, 4, and 5 will increase by 5% (from 65% to 70%) on the NYS Math Exam.

Comprehensive Needs Assessment

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

Our median adjusted growth percentile in Math for 2012-2013 was measured as 65 on our Progress Report. This indicates a need for improvement in this area.

Instructional Strategies/Activities

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

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

- Instructional support staff from our network will meet with teacher teams to further align the units of study in *Go Math* to the CCLS
- Teachers will become trained in the most productive uses of manipulatives in order to enhance lessons and the understanding of math concepts.
- Students will engage in math activities that promote an understanding of how math concepts can be used in real life and world situations.
- Students will be given an opportunity to write in their Math Notebooks everyday in order to explain strategies used to solve math problems.
- ESL teachers will work with ELL students to help with Word Problem Comprehension strategies.

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

- All teachers will participate in professional development facilitated by instructional support staff that will utilize the *GO Math* guidance document/scope and sequence provided by the DOE to further align our curriculum to the CCLS.
- Grade Leader teachers will attend Go Math Professional Development and turnkey to their grade mates.

- Our math specialist from the Network will visit our school at least once a month to assist teachers with implementing the *Go Math* program.
- Technology will be used in all classrooms to promote hands on learning in all mathematical areas.

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

- Teacher teams will review students’ performance on these units of study and use their findings to revise curricula.
During Inquiry meetings, teachers will review students’ end of chapter tasks in order to evaluate and enhance math lesson plans.

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

- Timeline for implementation and completion will begin September 2013 and end June 2014.

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

- Teacher teams will revise end of unit performance assessments from 2012-2013 to reflect new end of unit assessments that more closely align to the CCLS.
- Pacing calendars will be updated and reflect these end of unit assessments
- Curriculum maps will be created that will align with the CCLS.

Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

We provide onsite translators for parent teacher conferences.

Budget and 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	X	Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> • <i>TL Fair Student Funding and Contract for Excellence</i> funding support our Instructional Coach • <i>Title I SWP</i> funding supports our professional development opportunities • <i>TL Fair Student Funding</i> supports our Curriculum Planning Per Diem & Per Session • <i>TL NYSTL</i> funding is utilized to purchase student texts, library books, computer hardware and computer software • <i>TL Children First Network</i> funding supports our network who provides our school with Professional Development, Consultants and Support 											

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.

<u>Annual Goal #4</u>
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, improved practices for involving parents and teachers will result in a 10% increase in <i>engagement and safety and respect</i> categories of the 2013-2014 learning environment survey

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.
<ul style="list-style-type: none"> • Our Learning Environment was graded as a C on the 2012-2013 Progress Report. This indicates a need for improvement in this area.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none"> • We will continue to offer Parent Workshops in many areas, including Homework Help, Preparing Your Children for the State Exams and understanding the new Common Cores. • We will implement a school wide survey to evaluate what workshops Parents feel would accommodate their needs. • We will have a school wide musical program for all grades that will climax with a performance for all family members. This program encourages parents to come to an initial planning meeting with the musical director to help parents understand the content of the program and how to assist their children with vocal training at home. • We will have various holiday and cultural celebrations for different grades at the school involving parents/guardians, students, administrators and teachers. • We will have a school wide (upper grades and school teachers and administration) production of a Disney musical that will be presented over 2 evenings. We will encourage parent/student volunteers for the production, in order to assist with costumes, setting, promotional activities and assistance during the show nights. •
2. Key personnel and other resources used to implement each strategy/activity
<ul style="list-style-type: none"> • Translated notices for all workshops will be sent, in addition to providing translators at the workshops. • Translators in Spanish and Chinese are always available at our school, which helps communication with parents. This makes them feel comfortable in our school environment.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> • Administration and staff will evaluate the results of the survey in order to coordinate requested workshops.
4. Timeline for implementation and completion including start and end dates
1. Timeline for implementation and completion will begin September 2013 and end June 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • During the Spring Parent/Teacher Conferences, parents are offered the opportunity to use our Computer Lab in order to complete the school survey.

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).

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

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

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

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

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

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

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

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

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

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

We provide onsite translators for parent teacher conferences.

Budget and 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	X	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.

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

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.

By June 2014, 100% of classroom teachers will implement at least 4 Common Core aligned units in Literacy with 70% of all students demonstrating proficiency on an end of unit assessments.

Comprehensive Needs Assessment

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

Based on our cycles of observations from 2012-2013 from *Danielson's Framework for Teaching* we found a need to further align our units of study in literacy.

Collection of student work samples from 2012-2013 also indicate a need to further align our units of study to the CCLS.

Instructional Strategies/Activities

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

• Strategies/activities that encompass the needs of identified subgroups

- All teachers will participate in professional development facilitated by the in-house literacy coach that will focus on the revision of these units of study.
- During Inquiry meetings, teachers will evaluate student work at each level. They will then address the needs of the children through academic planning.
- Teachers will revise rubrics in order to align them with the CCLS and improve learning outcomes.

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

- Teachers will administer formative and summative tasks in each unit of study.
- The Literacy Coach will meet with teachers on each grade in order to analyze student work and task development.

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

- Teacher teams will review students' performance on these units of study and use their findings to revise curricula.
- Teachers and the administration will use *TC Assessment Pro* to track student growth.

• Timeline for implementation and completion including start and end dates

- Timeline for implementation and completion will begin September 2013 and end June 2014.

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

Teacher teams will revise end of unit performance assessments in the Ready Gen reading/writing curriculum program to more closely align to the CCLS. Planning days for teachers to work with the literacy coach on the modifications of specific lessons in the Ready Gen reading/writing curriculum will be scheduled. Curriculum maps will be created to align with the CCLS.

Strategies to Increase Parental Involvement

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

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

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

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

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

Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.

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

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

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

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

We provide onsite translators for parent teacher conferences.

Budget and 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	x	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.

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

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	<ol style="list-style-type: none"> 1. Assessment based instruction using differentiated material 2. Supplemental skills based <i>Kaplan Keys</i> Literacy program 3. <i>LLI</i> program with literacy paraprofessional. 4. Test prep instruction 5. ESL instruction 6. <i>I-Ready</i> online diagnostic and instructional software 	<ol style="list-style-type: none"> 1. One to one and/or small group 2. Small group instruction 3. Small group instruction, 4. Small group 5. Small group instruction 6. One to one 	<ol style="list-style-type: none"> 1. During the Literacy Block and Writers Workshop 2. During Extended Day (2x/week) 3. During the school day 4. After school, 2x/week, 3 hours/week (depending on budgetary constraints) 5. After school(20 weeks, 3hours/week) 6. During the school day 3 hours/week
Mathematics	<ol style="list-style-type: none"> 1. Assessment based instruction using differentiated material EDM 2. Supplemental skills based <i>Kaplan Keys</i> Math program 3. Test prep instruction 5. ESL instruction 6. <i>First in Math</i> online diagnostic and instructional software 7. <i>IXL</i> online diagnostic and instructional hardware. 	<ol style="list-style-type: none"> 1. One to one and/or small group 2. Small group instruction 3. Small group 4. Small group instruction 5. One to one 	<ol style="list-style-type: none"> 1. During the Math Block 2. During Extended Day (2x/week) 3. After school, 2x/week, 3 hours/week (depending on budgetary constraints) 4. After school(20 weeks, 3hours/week) 5. During the school day and after school.
Science	<ol style="list-style-type: none"> 1. Science Lab instruction 2. Literacy instruction incorporating Science 	<ol style="list-style-type: none"> 1. Whole class Grades 3 and 4 2. Whole class, all grades 	<ol style="list-style-type: none"> 1. During the school day 2x per week 2. During the school day 1x per week

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

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

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.

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

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

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).

Our school provides regularly scheduled professional development to teachers and paraprofessionals. This professional development takes place during monthly faculty meetings, every Thursday during extended day and we also provide full day sessions for curriculum mapping and training in literacy and math. The professional development is provided by our administration, literacy staff developer, network support staff and staff developers from *ReadyGen* and *Go Math!* .

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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

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

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

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. 214Q provides orientation sessions for all incoming Pre-Kindergarten children and their parents. We have two fulltime Pre-K classes. The Pre-K teachers are an integral part of our staff and participate in all professional development. Ongoing articulation is conducted between the Pre-K and Kindergarten teachers, Staff Developers and Administrators. Teachers and students utilize the *Letter People* literacy program and *Everyday Math* program daily. A social worker serves our Pre-K, working with both pre-K students and their families. Our Pre-K parents are invited to attend workshops to help them improve parenting skills, their knowledge of literacy, mathematics and other content areas. Monthly Parent Workshops are facilitated by our Parent Coordinator with activities and presentations by various staff members to acquaint the children and families with social and emotional transitioning from school to school or home to school. Activities are planned to provide insight into varied curriculum areas, health and administrative items. Our Parent Coordinator is our active liaison between the parents and the school providing and/or facilitating workshops and enlisting Pre-K parent support and involvement in school activities and functions. In addition, Pre-K parents are regular participants in the Pre-K classrooms and articulate with the Pre-K teachers on a regular basis.

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 MOSL Team has been created at P.S. 214 consisting of 8 staff members; four selected by the UFT and four selected by the administration. The team represents a sampling of staff members in the school. The team meets to discuss the final selection for the MOSL option which measures growth of students and counts for the end of year staff rating. The administration meets regularly with staff members during grade conferences to discuss all the assessments for the grade. The administration has provided a school wide assessment calendar for all subject areas to assist teachers with the pacing of their curriculums. Professional development has been and will continue to be provided to staff members regarding using data to inform instruction. This takes place during our Extended Day time which our school has an SBO for providing weekly professional development to staff members. Individual meetings have also been conducted with teachers in testing grades to review previous test data with a focus around individual students' needs as well as reflecting on whole class data indicative of their instruction.

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

PUBLIC SCHOOL 214Q
31-15 140th Street Flushing, NY 11354

(718) 461-4055
Fax (718) 460-6841

Denise Fuccillo
Principal

**PARENT INVOLVEMENT POLICY
2013-2014**

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

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

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

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

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

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

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

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

PUBLIC SCHOOL 214Q
31-15 140th Street Flushing, NY 11354

(718) 461-4055
Fax (718) 460-6841

Denise Fuccillo
Principal

School-Parent Compact

2013-2014

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 25	Borough Queens	School Number 214
School Name Cadwallader Colden		

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 Denise Fuccillo	Assistant Principal
Coach Mirella Rizzo	Coach
ESL Teacher Gina Murad	Guidance Counselor Lisa Cohen
Teacher/Subject Area Sylwia Bednarska/ESL 1stgrade	Parent
Teacher/Subject Area	Parent Coordinator Donna Pelle
Related Service Provider	Other Georgia Karolides/secretary
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	0	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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	439	Total number of ELLs	78	ELLs as share of total student population (%)	17.77%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	7	7	7	7	7	7								42
self-contained		7												7
Total	7	14	7	7	7	7	0	0	0	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	0	4	7	0	4	0	0	0	78
Total	71	0	4	7	0	4	0	0	0	78

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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		5	2	4	1									12
Chinese	9	23	13	5	6	3								59
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1		2		2									5
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
TOTAL	10	28	18	10	9	3	0	0	0	0	0	0	0	78

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)	9	5	1	3	5	0								23

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)	0	7	7	1	1	1								17
Advanced (A)	1	16	10	6	3	2								38
Total	10	28	18	10	9	3	0	0	0	0	0	0	0	78

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	3	2	1	0	6
4	5	2	1	0	8
5	6	5	0	0	11
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	3	2	1	0	0	1	9
4	1	0	5	0	1	0	1	0	8
5	1	2	6	1	0	1	1	1	13
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	3	0	3	0	2	0	8
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Educational programs utilized throughout our school also help the ELL students to develop critical thinking skills, problem-solving strategies and to communicate proficiently in English. The Go Math program is used in grades K through 5. Math lessons implemented in the ESL classrooms are based on the programs' objectives and goals. Teachers address ELL students' needs by using vocabulary enrichment activities and focusing on teaching math concepts in a diversified number of ways. The school's data specialist, along with the ESL teacher are responsible for analyzing student performance data. After analyzing recent NYS test data, the results indicated that the majority of the ELL students reached across grade and proficiency levels in Math and Science.

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

The trends on the 2013 NYSESLAT and the recently administered LAB-R reflected were in line with research on second language acquisition. Newcomers and beginner level students were able to acquire listening comprehension skills initially. As students transitioned to intermediate and advanced levels, they became more proficient in their listening and speaking skills. In addition, beginner and intermediate level students had performed poorly in the reading and writing sections of the NYSESLAT.

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](#))

not applicable

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?

Early Childhood Assessment scores, along with the Ready Gen Performance Benchmark Assessments, show a pattern of positive growth

across the levels reflecting English language proficiency and grade levels. Students who did not master benchmark activities tended to score at the Beginning levels of ESL proficiency. This drives our instructional decisions to provide these students with foundation language in the four main modalities, concept vocabulary strategies and basic experience-building activities through the utilization of BICS-based language materials and techniques. Students who mastered benchmark activities scored at the Intermediate or Advanced levels of proficiency. This pattern drives our instructional programs to include higher level critical thinking strategies and build on "juicy sentences" to increase academic vocabulary- CALPS. Content and academic language is modeled and fostered in the classrooms. In addition, it fosters a deeper understanding of fiction and non fiction text to make connections through a higher level of critical thinking. Teachers strive to create a challenging setting where instruction is scaffolded to meet the ELL students'

language

needs and level. Lessons are planned and delivered using different modalities to maximize learning.

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](#).)

Our school uses data to guide instruction for ELLs within the Response to Intervention framework by providing educational opportunities with rigorous expectations for all students. We understand the linguistic and cultural context of our students and incorporate their knowledge into our instruction.

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

A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are Accountable Talk, Read Alouds, Shared Reading, the use of leveled libraries, and listening and writing centers. ELL students are given opportunities to utilize our state-of-the-art science lab. In addition, they are scheduled to receive technology instruction utilizing our fully equipped computer lab and their classroom computers. Various kinds of software and online internet access are available to improve literacy, writing, and research skills. Computer programs such as First in Math provide our ELLs with excellent opportunities for differentiated learning both in school and at home where parents are encouraged to work along side their children.

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?

not applicable

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

At P.S. 214, we believe in the importance of parents, students and staff working together to educate and nurture each individual student so he or she can reach his or her full potential socially, emotionally and academically. We are confident that our programs support and meet the need of our ELL population. We evaluate the success of our programs for ELLs through the formal and informal assessments. In addition, we review our goals to make sure they are addressing both English language development and subject matter instruction.

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](#).)
Upon registration, parents are aided in completing the Home Language Identification Survey (HLIS) form by our ESL teachers who are NYS certified. If needed, translation assistance is provided by our bilingual staff in the languages of Chinese, Spanish and Korean. The HLIS is used to gather information about the language spoken in each student's home as well as the student's prior schooling. Parents receive a HLIS form in their native language unless they prefer to use the English version. The informal oral interview in English and native language is given by the ESL teacher with the assistance of a translator. The school has personnel to translate Spanish, Chinese and Korean. This translation support is available throughout the intake process. If responses on the HLIS indicate a student may be an ELL, a Language Assessment Battery-Revised test is administered. The ESL teachers, who are state certified in TESOL K-12, is responsible for all the steps of initial screening and administering the LAB-R exam within 10 days of first attendance. The Spanish LAB is administered to Spanish-speaking ELLs. Entitlement letters are sent home to all ELL parents.
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.
In the fall, a Parent Orientation meeting was held for the parents of our ELLs. As usual, we provided translators. At this meeting, information was provided regarding three possible program options: freestanding, transitional bilingual and dual language. The Parent Surveys and Program Selections Forms were given out and discussed at length so that the parents fully understood their choices. These letters were sent home for those parents not in attendance.
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](#)].)
Parents were given two weeks to inform the school of their choice. A second letter was sent by the ESL teachers if no choice had been indicated within the allotted time. These forms are kept in the child's permanent record folder. Program selection trends are reviewed by the ESL teachers who are state certified in TESOL K-12.
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.
A Parent Orientation meeting was held for the parents of our ELLs. As usual, we provided translators. At this meeting, information was provided regarding three possible program options: freestanding, transitional bilingual and dual language. The Parent Surveys and Program Selections Forms were given out and discussed at length so that the parents fully understood their choices. These letters were sent home for those parents not in attendance. The results of the Parent Surveys and Program Selection Forms indicated that our parents had once again requested ESL as their first and only program choice. We keep an ongoing record

if other selections and view the pattern.

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.

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

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.  The results of the Parent Surveys and Program Selection Forms indicated that our parents had once again requested ESL as their first and only program choice. This has been the trend in previous academic years. These forms are kept in the child's permanent record folder. Program selection trends are reviewed by the ESL teachers who are state certified in TESOL K-12. We currently offer free standing ESL due to the outstanding responses for the parent's selection form. We keep an ongoing record of other selections and view the pattern. In the event that 15 or more parents select a different program for ELLs, the school would adjust scheduling and resources to accommodate them. In addition, the ESL teacher maintains a waitlist for parents who have selected a program other than freestanding.

Part 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])?

P.S. 214Q has a freestanding ESL program incorporating a push in/pullout model for grades K-5. In addition to the push in/ pull out program, our school offers a free standing first grade ESL class. The programs are serviced by two fulltime, ESL licensed teachers who are New York State and New York City certified. The ESL teachers possesses a Master of Arts degree in TESOL. ELLs are brought together for small group English instruction. The ELL students are grouped according to their grade and proficiency level, as per their Spring NYSESLAT or LAB-R scores.

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)?

Our Beginner and Intermediate level ELL students receive 360 minutes of instruction per week, while our Advanced level ELL students receive 180 minutes of instruction per week. Grade 3, 4, and 5 Newcomer students receive three extra periods of survival English during Extended Morning to help them acquire social and academic language

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.

The ESL teacher's method of instruction assists the ELL students, regardless of their proficiency level, to quickly and comfortably assimilate and transition into the academic and social community of P.S. 214. ESL instruction is designed to align curriculum and instruction with the NYS Common Core State Standards in math and literacy. The ESL teacher utilizes teacher-created curriculum maps to align ESL instruction with regular classroom instruction. In addition, the ESL teacher preteaches content area vocabulary to support ELLs. 25% of instructional minutes are allotted for native language support through the use of bilingual glossaries, dictionaries and native language word walls.

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

ELLs are evaluated through their classes literacy programs. ESL teachers and classroom teachers work collaboratively on what each student needs to work on after evaluations are done.

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

The ESL teachers' methods of instruction assists the ELL students, regardless of their proficiency level, to quickly and comfortably assimilate and transition into the academic and social community of P.S. 214. ESL instruction is designed to align curriculum and instruction with the NYS Common Core State Standards in math and literacy. The ESL teacher utilizes teacher-created curriculum maps to align ESL instruction with regular classroom instruction. In addition, the ESL teacher preteaches content area vocabulary to support ELLs.

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).

Currently, our school does not have any SIFE students. However, if we had SIFE students, they would receive the same services offered to the Newcomer students (or as appropriate to their individual needs). We assess all of our ELL students and Newcomers to help determine their academic levels. This information guides specific instructional strategies and methods of instruction. Depending on student needs and strengths, ELLs are given differentiated class work. They are provided with a peer to help them assimilate into their school environment. ELL students who are approaching proficiency level are also receiving AIS and extendend morning support. As noted above, we arrange time for the ESL teachers to articulate with, and provide the classroom teachers with support for their ELL students including long-term and transitional ELL students. We are also giving testing modifications to former ELLs as per the Board of Regents approved policy dated September 15, 2008. These students are provided with Time Extension, Third Reading of Listening Selection (ELA), Bilingual Dictionaries and Glossaries, and

Simultaneous

Use of English and Alternative Language Editions of State examinations. We presently have one Newcomer ELL in the program who is exempt from the ELA State exam. However, she will be taking all other State exams such as Science and Mathematics.

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?

We assess all of our ELL students and Newcomers to help determine their academic levels. This information guides specific instructional strategies and methods of instruction. Depending on student needs and strengths, ELLs are given differentiated class work. They are provided with a peer to help them assimilate into their school environment. ELL students who are approaching proficiency level are also receiving AIS and extended morning support. As noted above, we arrange time for the ESL teachers to articulate with, and provide the classroom teachers with support for their ELL students including long-term and transitional ELL students.

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?

We are also giving testing modifications to former ELLs as per the Board of Regents approved policy dated September 15, 2008. These students are provided with Time Extension, Third Reading of Listening Selection (ELA), Bilingual Dictionaries and Glossaries, and Simultaneous Use of English and Alternative Language Editions of State examinations. We presently have one Newcomer ELL in the program who is exempt from the ELA State exam. However, she will be taking all other State exams such as Science and Mathematics.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

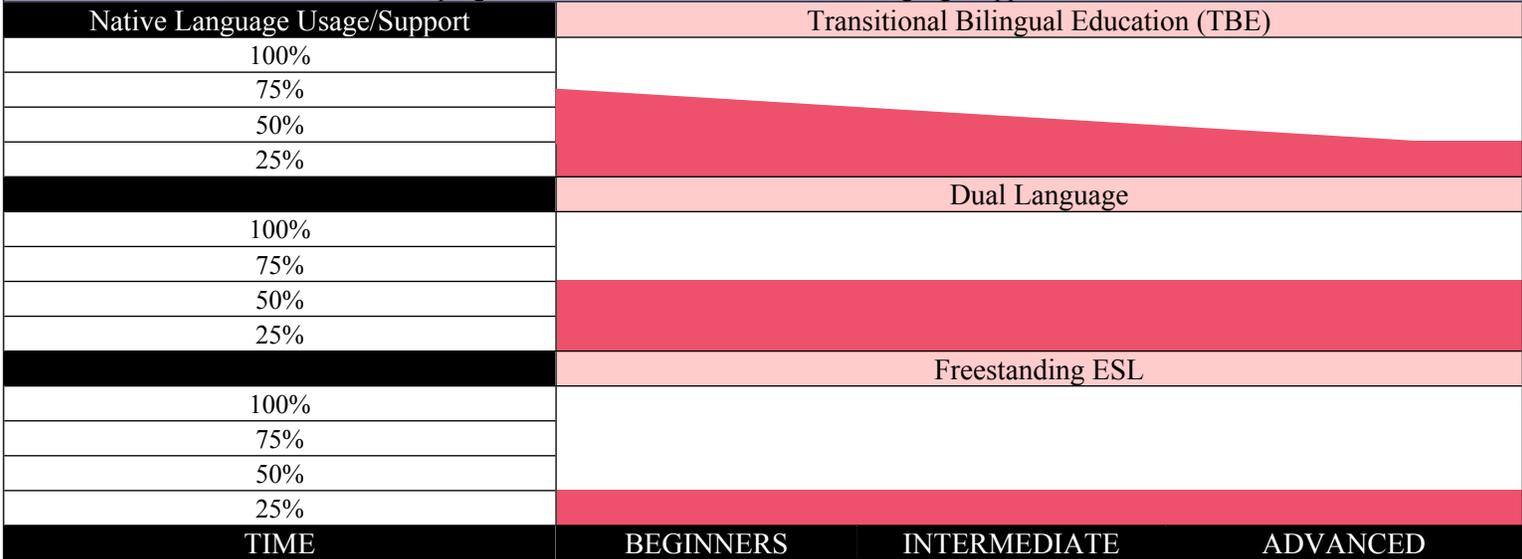
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.

The targeted intervention programs for our ELLs in ELA and math included Response to Intervention (RTI) and Leveled Literacy Intervention (LLI). Response to Intervention is offered by our f-status special education teacher, who is bilingual Chinese. RTI supports our ELLs with IEPs and those whom are at risk. Leveled Literacy Intervention is offered by two of our staff members. One of who is Spanish bilingual. LLI provides support for our struggling readers in kindergarten, first and second grade.

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

ESL instruction is designed to align curriculum and instruction with the NYS Common Core Learning Standards in math and literacy. The ESL teachers provide the ELL students with academic instruction in all core content areas using ESL methodologies while incorporating a Balanced Literacy approach to their teaching. The workshop model, coupled with different TESOL techniques, such as TPR (Total Physical Response), repetition, choral speaking, puppetry, storytelling, modeling, music, visual aids, language masters, and hands-on activities are used to support second language acquisition. Student assessment is a key component of our ESL program as it drives differentiated instruction as applicable to student needs.

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

This school year, every classroom teacher has a SMART Board installed in their room. It allows the teachers to enhance our students' learning experience by manipulating information. The SMART board provides innovative instruction to the classroom as well as engaging the students. The students become more involved through the instruction. In addition to the SMART boards, we have subscribed to Gynzy. Gynzy helps the teachers get the most out of their SMART Boards. It is a web-based interactive software program designed to work in conjunction with the SMART Boards. The lessons on Gynzy are sorted by content areas: language Arts, Math, Science and Social Studies .

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

There will be not be any discontinued programs/services for ELLs.

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

In addition to our (CR Part 154) ESL program, we provide an After-School Title III ESL program providing supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 25 students participate in the program and are in grades 2-5. Our After-School classes meet for 14 weeks. The classes meet twice weekly for a total of three hours per week. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math; two areas of ELL need as indicated by 2011 NYSELAT and NYS test results and teacher review of student work. The classes are co-taught in English by 2 teachers. They utilize a Team Teaching approach that brings together ESL strategies, techniques and methodology with a Standards-based Literacy and Math specific curriculum.

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

Bilingual libraries are available in the ESL and mainstream classrooms to support the native languages of all students, especially the Newcomers. Bilingual picture dictionaries, different leveled thesauruses, the Scott Foresman ESL series, leveled libraries in different genres, word /picture charts, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ESL classroom instruction. Math glossaries are also provided in various languages. Instructional initiatives in literacy include the continued implementation of the Balanced Literacy Approach for reading and writing in conjunction with Ready Gen. This includes Read Aloud, Independent, Paired, Shared and Guided Reading, Book Clubs, Interactive Writing, Word Study, conferences and small group work. The school follows the Go Math curriculum which focuses on authentic and inquiry based instruction. ELLs participate fully in these programs. Classroom teachers work with the ESL teacher to develop and implement strategies to support the needs of ELLs. These include, but are not limited to, bilingual dictionaries, interactive word walls, picture aides, math manipulatives and dynamic peer grouping. P.S. 214 follows the NYS core curriculum for Social Studies. Basic knowledge in geography, New York, United, States, and World History is taught in the respective grades. Our science cluster teacher gives students opportunities to model scientists' methods of investigation through a "hands-on" workshop model and inquiry based approach that incorporates scientific thinking processes. Classes in K-5 utilize the lab with additional periods provided for grades 3 and 4. Bilingual content area glossaries are provided for ELLs in science and social studies. Technology is infused into all the curriculum areas through the use of classroom desktop computers, 3 mobile laptop carts, individual classroom

laptops with LCD projectors, and Interactive White Boards/SMART Boards. Wireless Internet access is available throughout the building. In addition, our state-of-the-art computer lab is utilized by PreK- grade 5 classes at least once a week. Every classroom teachers has a SMART Board in their classroom. Also, our school has subscribed to Gynzy, It is a web-based interactive software program to use along the SMART board.

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

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

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

ESL teacher and classroom teachers work collaboratively in lesson planning in order to insure that ELL's are getting the appropriate support.

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.

Students have opportunities to participate in assembly programs that include music, dance and theater. In addition, our fulltime visual arts teacher provides in-depth instruction in a studio environment. We also collaborate with the Police Athletic League (PAL), and Queens College. We provide students with opportunities to grow through After-School Reading & Math Support Programs; Title III After School ESL Program; Science Squad; Science Fair; Basketball Team and Cheerleaders; Penny Harvest; Peer Mediators; Quill Awards; Young Audiences Vocal Music; Writing & Math Contests, Student-of-the-Month and our Character Education Program. As previously stated, ELL's participate in all of these programs.

18. What language electives are offered to ELLs?

not applicable

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)?

not applicable

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.

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

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?

Parents are a critical component of our school community. At the Fall Orientation as well as at throughout the school year, our ESL teacher informs parents about their children's academic instruction, school, classroom and program policies and student progress. Our parents are given the opportunity to learn about our ESL program, curriculum, and methods of instruction. They are kept informed through letters, workshops and conferences. During Parent Teacher Conferences the Go Math family letter that introduces every unit in math is distributed in translated forms. All printed material that goes home has a translation stamp that indicates its importance or is translated directly into the home language. The administration, classroom teachers and Parent Coordinator collaborate with the ESL teacher to ensure that parents are welcomed, informed, and involved in their child's education. To this end, the Parent Coordinator facilitates parent workshops given by the Literacy Staff Developers and the Art, Technology and Science Specialists during the school day as well as after school. Such workshops include curriculum based and parenting skills. Such as: state exam workshops, homework helps workshops, middle school application workshops, etc. This upcoming school year, our school plans on having our annual multicultural night with the help of the PTA. It is our mission to have meaningful parental involvement.

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.

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

School Name: Cadwallader Colden

School DBN: 25Q214

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise Fuccillo	Principal		11/7/13
	Assistant Principal		
Donna Pelle	Parent Coordinator		11/7/13
Gina Murad	ESL Teacher		11/7/13
	Parent		
Sylwia Bednarska/ESL 1 st grade	Teacher/Subject Area		11/7/13
	Teacher/Subject Area		
	Coach		
Mirella Rizzo	Coach		11/7/13
Lisa Cohen	Guidance Counselor		11/7/13
	Network Leader		
Georgia Karolides	Other <u>secretary</u>		11/7/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q214 School Name: Cadwallader Golden

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

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

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

We found that over 69% of our parents speak and/or read a language other than English. The dominant languages are Chinese (36%), Spanish (16%), Mandarin (8%) and Korean (9 %). This information was presented at SLT and PTA general meetings via the Principal's Report.

Part B: Strategies and Activities

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

Documents such as school reports, notification of school-wide events, flyers, memos, the Parent Handbook etc. will be translated in the dominant languages by in-house staff. DOE Translation Service is utilized as needed. Where applicable, a translation stamp will be used on all other documents. Spanish speaking parents can access additional materials via the world wide web through Link Central in their native language. Google translate is utilized for translation of IEPs and other important documents. Translators are provided via DOE phone service for all parent meetings if needed. In addition to our in house translators for parent teacher conferences, Thebigword was purchased. It provides document translation services. Lastly, report cards and the DOE Discipline Code is sent home in each respective language.

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

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

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

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

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Caldwellder Colden	DBN: 25Q214
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

events and class news.

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

