



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 14
DBN (i.e. 01M001): 31R014
Principal: NANCY HARGETT
Principal Email: NHARGET@SCHOOLS.NYC.GOV
Superintendent: JESSICA JENKINS
Network Leader: MEGHAN KELLEY

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
Nancy Hargett	*Principal or Designee	
Brenda Cofield	*UFT Chapter Leader or Designee	
Keisha Trappier	*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	
Tamika Cunningham	Member/ Parent	
Patricia Garcia	Member/ Parent	
Judith Martinez	Member/ Parent	
Cathi Ramtahal	Member/ Parent	
Joanne Stranges	Member/ Teacher	
Jeannette Wade	Member/ Paraprofessional	
Pamela Washington	Member/ Teacher	
	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 engage staff in a series of Professional Development trainings to increase teacher instructional capacity as measured by an increase in HEDI rating in three competencies within Domain 1.

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 the feedback from the Needs Assessment Survey given to teachers during the November 14, 2013 Professional Development session, multiple areas were indicated for improvement, specifically UDL, DOK, RTI, close reading for small groups and competencies within Domain I in the Danielson Framework for Teaching.
- Analyzing data from State ELA and Mathematics tests for 2013 indicates the need to support students in the bottom third percentile. Proficiency Levels for students in the bottom third percentile range from Level 1 to low Level 2.
- IPCs conferences and classroom observations indicate a need to continue to build capacity with teachers' understanding of the criteria required within the Danielson Framework for Teaching.

Instructional Strategies/Activities

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

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

1. Strategically programed the cluster teachers to push in classes for small group RTI and to support the "At-Risk" students.
2. Structured 90 minute blocks in Reading/Writing Workshop and Math Workshop
3. Teachers work with Small Group/Guided Reading groups twice a week
4. Paraprofessionals who are assigned to classes work with small groups of students supporting them with on various instructional tasks. Paraprofessionals also work with students who need individual one-to-one support.
5. Provide timely feedback to staff following IPCs and teacher observations
6. Two SETTS teachers push- in to classes five days each week for two periods (grade 4) and three periods (grade 5) to provide additional support to at-risk students.
7. Teachers receive support from the Network Achievement Coach and Talent Coach with instructional planning and developing specific strategies to meets the needs of all students including SWDs and ELLs.

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

1. Assistance Principal will schedule programs for all cluster teachers to allow for push-in support.
2. Principal will align the "Flow of the Day" to allow for an increase of up to 90 minutes blocks for Reading/Writing and Math Workshops.
3. The Principal will design the instructional day to include two days each week for Small/Group/Guided Reading Groups.
4. Administrators and Teacher Center Teacher will provide professional development sessions for paraprofessionals to prepare them with the knowledge and skills to work with small groups.
5. Administration provides feedback to staff during IPCs. The Network Talent Coach provides Administrators with job embedded support trainings to implement the Advance System and the Network provides support from the Achievement Coach during weekly visits with teachers and administration
6. The UFT Teacher Center Staff Developer supports the SETTS teachers and classroom teachers during common preps, inquiry team meetings and facilitates weekly grade level meetings.
7. The Network Achievement Coach, Talent Coach, Administrators and Teacher Center Teacher will serve as key people for implementing each strategy.

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

1. December 2013 - RTI support from Cluster Teachers will be evaluated by Benchmark Assessments the RTI students for progress.
2. November 2013 – May 2014 -Classroom observations will be conducted and reviewed by administrators to determine if the 90-minute blocks of time are producing more rigorous work.
3. December 2013 – May 2014 – Conduct eight week cycles of assessments to determine group of students in Small Group/Guided Groups.

4. November 2013 – May 2014 – Conduct observations of Paraprofessionals working with small groups to determine how students complete assigned tasks as they received instructions from the Paraprofessionals.
5. June 2014 - Teachers will have shown growth in their respective professional goals as indicated in their IPCs.
6. November 2013 - SETTS Teachers establish eight week cycle assessments as Benchmarks to monitor student progress.
7. November 2013 - May 2014 - Implement a weekly observation cycle to monitor teacher effectiveness that complies with the Advance requirements.

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

1. Monthly Professional Development series from October 2013 – June 2014 for all staff
2. Classroom visits from October 2013 – June 2014
3. Classroom visits include observations of Small Group/Guided Reading Groups from November 2013 – June 2014
4. Additional support from Paraprofessionals working with small groups from September 2013 – June 2014
5. Meetings with teachers for IPCs from October 2013 – November 2013
6. SETTS teachers push-in to work with at-risk students from October 2013 – June 2014
7. Network Support for teachers and administrators from September 2013 – June 2014

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

1. Restructured the cluster schedule to include two periods each week to provide additional support for RTI for struggling students
2. Revised the “Flow of the Day” schedule to extended Reading Workshop and Math Workshops time from sixty minutes to ninety minutes
3. Revise the instructional day for all grades to include two days for Small Group/Guided Reading Groups during the Reading Block.
4. Paraprofessionals assigned to Special Education classes support all students in the class as one-to-one assistance or small group assistance.
5. Organized school schedule to include weekly common preps for grade meetings to include support staff (SETTS and ESL teachers)
6. Organized school schedule to include weekly Teacher Inquiry Team meetings to include all cluster teachers
7. Once a month provide opportunities for staff to meet during common grade level meetings with Network Achievement coach and to voluntarily read professional articles and books during voluntary “lunch and learn” meetings with administration and Teacher Center Staff Developer.

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).
- Establish a Parent Resource Area in the school library in which parents can borrow instructional materials as per conversations with their child’s teacher.
 - Teachers will facilitate curriculum meetings by grades to increase parents’ knowledge of the new Core Curriculum and how teachers implement reading/writing/math and content area instruction.

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.											

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 improve attendance of targeted students who missed 20 – 37 days in the previous school year and who are identified as “Chronic Absences” in the Monthly Absence Report (RAMO)

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.
- The New York City Progress Report for school year 2012-1013 indicates that the percentage of students schoolwide identified as “Chronic Absentees” was 37.5% compared to the average schools citywide of 20.2%
 - Students with less than 90% attendance from 2012-2013 were also identified in the ATS reports (RAMO and RRSA) as “Chronic Absentees” and targeted for the

2013-2014 to monitor on a monthly basis by the Attendance Teacher assigned to the school.

Instructional Strategies/Activities

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

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

1. The ATS Attendance System is utilized by the school to identify chronically absent students with 20 – 99 days absent from the previous year.
2. The School's "Attendance Policy" is communicated to parents of the targeted students by sending letters informing the parents of the school's attendance and tardiness policies, the steps to take should the child need to miss school due to an illness and the effect excessive absent have on preparing students for high school and college.
3. The Attendance Team consists of Administrators, the Guidance Counselor, The Department of Health Nurse housed in the school, The DOE Attendance Teacher, the school's Attendance School Aide and the CBO representative meet on a monthly basis to determine next steps for students with chronic absences.
4. The DOE Attendance Teacher makes home visits
5. Students who make attendance improvements and students with perfect attendance receive special attendance certificates from the principal
6. Random names are pulled during morning announcements to receive prizes. Students are reminded they must be here to be selected.
7. School hosts an end of year Attendance Family Dinner for students who made substantial attendance improvements and students who have 100% attendance for the school year.

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

1. The PAS secretary and the School Aide in charge of Attendance will monitor attendance for the chronically absent students by checking daily, weekly and monthly attendance reports from ATS.
2. The Principal communications by letter to parents of chronically absent students regarding the school's "Attendance Policy" and to offer support to the parents who are in need of assistance with health issues from community based organizations.
3. The Community Based Organizations housed in the school (Partnership with Children, Operation Respect and Staten Island Mental Health) to work with families with health issues as well school Administrators, the Guidance Counselor, DOE Attendance Teacher and the school's Attendance School Aide hold monthly attendance meetings.
4. The DOE Attendance Teacher provides feedback during the monthly Attendance Meetings from all home visits.
5. The Administrators monitor monthly attendance of the students identified as "Chronically Absent" to recognize those students who have made monthly and annual improvements. The CBO (Partnership with Children) monitors the "Chronically Absent" students daily by providing an "Attendance Graph" for each class which is posted outside of the General Office.
6. The Assistance Principal and Physical Education teacher makes random drawing of students' names of on Tuesdays and Thursdays of each week for attendance prizes.
7. The Principal works with the Attendance School Aide and the CBO (Partnership with Children) to honor students who made the most improvement for the school year and for students with 100% attendance for the school year at the Annual Attendance Family Dinner .

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

1. The ATS monthly student attendance reports (RSA) are reviewed during each Attendance Team meeting to determine improvement of targeted students.
2. Parents receive monthly letters when their child's attendance has not improved. Should attendance become fall into the "serious" category of missing 37 days or more over the previous year's attendance rate, Agencies that work with support parents are contacted.
3. The CBO (Partnership with Children) hold small group meetings or one-to-one with targeted students to monitor if the family is in crisis. The CBO makes home visits are made as needed to students who do not show improvement in attendance.
4. The DOE Attendance Teacher keeps a "Student Intervention Log Report (RSIV) to monitor the target children. A copy of each report is provided to the principal during the monthly Attendance Team meetings.
5. Attendance Graphs are monitored by Administrators first my class then by "targeted students" in the class to track the "Chronically Absent" students.
6. The names of the randomly chosen students are announced each week to receive prizes by the Assistance Principal and the Physical Education teacher as a way of encouraging students to come to school daily and to track attendance improvement of "chronically absent" students.
7. ATS reports in (RCHK) are reviewed monthly and discussed during the Attendance Team's monthly meetings.

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

1. September 1013 - Chronically absent students are identified from the 2012-2013 Attendance Reports
2. September 2013 – Attendance Policy letter sent to parents
3. December 2013 - Reminder letter sent to parents of the Attendance Policy for students who do not show improvement with attendance percentages.
4. September 2013 – June 2014 – Monthly letters sent home to parents of students who continue to show in ATS Attendance Reports and Chronic Absentees.
5. September 2013 - June 2014 – The Attendance Teacher makes home visits.
6. September 2013 – June 2014 Incentive prizes are given to students.
7. June 2014 – Final attendance data is reviewed for the school year to determine attendance improvement of “chronically absent students.”

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

1. The ATS system (RRSA and RCHK). The RSIV “Student Intervention Log” will also be accessed as a resource.
2. The Parent Workshops will be scheduled to take place during the day and/or evening with guest speakers from various agencies that work with families to be guest speakers.
3. The CBO (Partnership with Children) will arrange with teachers the best periods for students to participate in their small group attendance meetings to avoid students missing out on their core curriculum instruction.
4. The DOE Attendance Teacher is provided a space in the General Office to work at a computer to work with the ATS Attendance System
5. The CBO (Partnership with Children and Operation Respect) will keep daily and weekly records of attendance rates as an attendance resource.
6. The Physical Education teachers will continue applying for health grants that provide schools with funds for purchasing prizes. The school has received two such grants during the 2012-2013 school year and during the 2013-2014 school year.
7. Attendance Dinners for students and their parents are provided from donations of food from staff members and local restaurants in the community.

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).

- Engage parents in discussions and decisions regarding the required Title I set-aside funds which can be applied to cover workshop expenses on attendance related issues.
- Conduct one Saturday Fair in school where parents are invited to attend formal presentations from various CBOs and agencies on topics that address chronic health issues and health insurance coverage. Parents will also be allowed that opportunity to speak with school administrators at the Fair about attendance percentages for their own child.
- Offer workshops facilitated by the school’s ESL Teacher, the UFT Teacher Center Teacher and Parent Coordinator for all non-English speaking parents. These workshops will be provided to support parents who may have children with chronic health issues and provide information on accessing community support services using the internet and CBOs.
- Share attendance data with parents during P.T.A. meetings
- Include school’s Attendance Goal on the agendas of the P.T.A, School Leadership Teams and Title I Parent Committee to encourage more parent participation.

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014 increase the Median Growth Percentile of the bottom third students in ELA to be measured by School Local Measures, e.g. internal Unit Writing Assessments and Internal Writing Rubrics.

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.

The 2012-2013 School Progress Report indicates the Median Growth Percentile for the school's lowest third in English is 67 (73.0).

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

After reviewing the 2013 ELA testing students in the lowest bottom third percentiles were identified for additional support.

1. Targeted students were placed in TIER 2 RTI groups
2. Cluster teachers were assigned to work with classes to provide RTI support twice a week rotating on an eight week cycle in order to allow all students to receive support throughout the school year.
3. Arrange class schedules to allow teachers to have one period together as the Assistant Principal modelled small group instruction demonstrating with one class for teachers to observe.
4. Revise the "Flow of the Day" schedules to 90 minutes in Reading/Writing Workshops replacing the previous 60 minutes workshop timeframes.
5. Targeted students with proficiency levels of 1 and low 2 are included in the Extended Day and Afterschool Programs to provide additional support with different materials
6. The ESL teacher pulls out ELLs daily who are part of the target RTI groups to work with specific language acquisition skills, grammar, literacy and writing.
7. SETTS teachers push-in to classrooms to work with the targeted RTI students on the class tasks for additional support.
8. The UFT Teacher Center Staff Developer works with teachers to identify specific skills and strategies to be addressed based on assessment data from baseline assessment and formative assessments.

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

1. The Network Achievement Coach attends the graded-level common preps to support classroom teachers and cluster teachers with planning and developing lessons to meet the needs of at-risk students targeted for RTI
2. Administrators provide professional development on UDL, DOK and RTI to support teachers with the implementation of instruction that will address the needs of all students including SWDs and ELLS
3. The Assistant Principal programed schedules to allow grade level common preps
4. The Principal revised the Reading and Writing Blocks to an increased time of 90 minutes.
5. Classroom teachers identified students with level 1 and low level 2 proficiency levels to participate in the Extended Day and Afterschool Programs. Administrators order specific Interventions materials for these programs to meet the needs of the students.
6. The ESL teacher works with intervention materials designed for the ESL learners.
7. Two SETTS teachers, Paraprofessionals and three Cluster Teachers work with the targeted RTI students.
8. The Teacher Center Staff Developer works with teachers analyzing assessment data then provides skills and strategies for teachers and paraprofessionals to work with students.

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

1. The initial Benchmark assessment data to be given to the RTI students with eight week cycle assessments to follow as a way to monitor student progress
2. Cluster Teachers also work with the Benchmark assessments and eight week cycle assessment data given to the RTI students to monitor their work with the RTI students.
3. Teachers complete Common Prep Agendas and Assessment Data Analysis forms to monitor growth and identify patterns on grade and across grades.
4. Classroom visits during the Reading/Writing and Math Blocks to observe the effectiveness of the 90 minute Flow of the Day revision.
5. Teachers keep Monitoring for Results records to monitor progress in reading using bi-monthly benchmark.
6. RTI forms are maintained by the ESL Teacher and classroom teachers to monitor movement of students within TIER 1, TIER 2 and TIER 3 subsequent to students working with interventions and strategies
7. SETTS Teachers will provide intervention strategies from the PRIM Manual to support the RTI students and determine next steps.
8. The Teacher Center Staff Developer will meet with teachers at least once a week to discuss how the strategies provided to teachers are supporting the students.

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

1. September 2013 – March 2014- Baseline Assessment and Schoolnet Interim Assessment administered.

2. September 2012 – June 2014 – Extended Day Program begins to support the “At-Risk” students.
3. October 2013 – June 2014 – RTI targeted groups received interventions and strategies from Cluster Teachers to meet their needs.
4. October 2013 – June 2014 - schedules are increased to 90 minute blocks in ELA.
5. November 2013 – June 2014 – Benchmark assessment data analyzed to determine growth and move “Targeted” students as necessary into new RTI TIERS
6. November 2013 – June 2014 – ELL students receive instruction from the ESL teacher to support the language acquisition and academic needs.
7. November 2013 – June 2014 – SETTS teachers support students by pushing-in to classes on a daily basis.
8. September 2013 – June 2014 – The Teacher Center Staff Developer analyzes assessment data and provides teachers with skills and strategies that best supports the students.

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

1. Extended Day Programs will be revised for teachers to provide one day for ELA and one day for mathematics which allows for more time on specific skills to support the targeted students.
2. Cluster Teachers will meet with teachers during Inquiry Team Meetings to discuss the progress of students they work with during RTI groups.
3. Instructional schedules are revised to include two days for Small group/Guided Reading groups along with revisions to the Reading Program’s Units of Study timeframes.
4. The Teacher Data Team consisting of one fourth grade teacher, one fifth grade teacher, two Special Education teachers, the Teacher Center Staff Developer and two Administrators will meet twice a month after school to analyze data from assessments and determine next steps for interventions to support the RTI students.
5. Cluster Teachers will meet monthly with administration to discuss their findings from working with RTI groups and plan for assessments to be given at the end of each eight week cycle.
6. Grade level Teacher Teams and the ESL teacher have weekly meetings to discuss the progress of the RTI students and select the instructional materials to be given to the Cluster Teachers one week prior to the cluster teachers pushing into the classes.
7. SETTS Teachers have designed their programs to include daily push-in periods with students in grades four and five.
8. The Teacher Center Staff Developer works with a three day a week program with teachers and provides intervention materials provided from the UFT Teacher Center.

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).

- Support from all school level committees will be available to parents who are members of the School Leadership Team, Parent Teacher Association and Title I Parent Committee to keep parents informed of the instructional strategies and interventions being applied to support all students.
- Parent Workshops will be provided for parents to help them understand the School Progress Report and State Testing systems including MOSL and Growth Measurement.
- Translations of critical school assessment documents during all meetings and events will be provided as needed
- Parent meeting will be scheduled with flexible times to allow for working parents to attend, such as, meetings in the morning or evening.

Budget and Resource Alignment

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

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

Success Grant is used to support Level 1 students and OA students in the After School Programs.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Intervention strategies, Foundation Intervention	Small Group, one-to-one, whole class push-in, one-to-one paraprofessional	During the day, after school
Mathematics	Problem Solving Strategies	Small Group, one-to-one, whole class push-in, one-to-one paraprofessional	During the day, after school
Science	Science Cluster	Whole Class, small group, one-to-one paraprofessional	During the day.
Social Studies	Technology Cluster	Whole Class, small group, one-to-one paraprofessional	During the day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provided by the Guidance Counselor, Social Worker, and Private Counseling from Staten Island Mental Health	Small Group, one-to-one	During the day.

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.
The Principal works closely with HR when recruiting new teachers in order to obtain Highly Qualified Teachers. Staff members are provided with Professional Development Needs Assessments to select areas of high interest that will be addressed through Professional Development workshops or trainings. Administrators focus on the Danielson Framework for Teaching to support teachers in building professional capacity. A Mentor is provided for new teachers.

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).
Staff members including, administrators, participate in Professional Development offered by the DOE to gain knowledge of the core curriculum reading and mathematics programs. The Principal scheduled three hours of Professional Development for all staff on a monthly basis (funding permitted) focusing on planning for instruction to meet the Common Core Standards, Danielson's Framework for Teaching Rubrics and introducing the "I Can" Common Core Standards to students.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
State Miscellaneous funding is utilized to pay for an Art Program that connects the Art to the Social Studies curriculum. The Artist for the program meets with teachers on grades four and five to discuss the Social Studies Units and how to address conflict through the Arts. The Artist works with each grade by class for seventeen (17) weeks. The school received an Extended School Day/School Violence Prevention Grant which is applied to the Saturday Academy Program effective January 2014 – May 2014. Allocated funding for Students in Temporary Housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The Inquiry Based Data Team representing each of the student constituencies, the Grade Level Teacher Teams and the MOSL committee were provided with data in the assessment selection process and the opportunity to attend DOE, school-based and Network Professional Development.

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)

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

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 31	Borough Staten Island	School Number 014
School Name Cornelius Vanderbilt		

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 Nancy Hargett	Assistant Principal Maria Girellini
Coach Brenda Cofield	Coach type here
ESL Teacher Nelly Dugan	Guidance Counselor Randy Peck
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tia Cranford
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	200	Total number of ELLs	22	ELLs as share of total student population (%)	11.00%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>					0	0								0
Dual Language <small>(50%:50%)</small>					0	0								0
Freestanding ESL														
SELECT ONE					11	11								22
SELECT ONE														0
Total	0	0	0	0	11	11	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	13	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
Dual Language										0
ESL	9			13			0			22
Total	9	0	0	13	0	0	0	0	0	22

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					8	6								14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					3	4								7
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	11	11	0	0	0	0	0	0	0	22

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					4	4								8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)					6	6								12
Advanced (A)					1	1								2
Total	0	0	0	0	11	11	0	0	0	0	0	0	0	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0			0
4	7	1			8
5	6	0			6
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	0		0						0
4	5		1						6
5	1	5	2						8
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	2	3	3	1	2	0			11
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.

The assessment tools we use for early literacy skills are Foundations and Teacher's College Assessments.:

Foundations provided the school with insight of phonic awareness skills, decoding skills and the semantics of language.

Teachers' College enables the school to assess the students' Fountas and Pinnell reading levels utilizing literature with running records to measure comprehension, vocabulary and decoding skills.

After reviewing the data of both the Foundations and Teachers' College Assessments the instructional plan includes differentiated small group instruction as well as individualized instruction as needed based on assessment levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The ELLs display difficulties with decoding, spelling, vocabulary, writing, and reading comprehension strands. Data results shows that Beginner students in the country for one year or less have more difficulty acquiring the aforementioned skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns on the 2012 NYSESLAT assessment indicated that the children have shown growth in the Speaking and Listening skills. They are developing at a slower rate in the Reading and Writing skills. Instructional decisions have been made to study Level 1 and 2 RTI students. More intensified instructional materials were purchased to provide support for struggling readers and writers.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. The patterns across grades indicate that children acquire Listening and Speaking proficiency in English before reading and writing skills. Our students lack academic vocabulary in their native language. We have found that they score better in English than their native language.
- b. The school leadership and teachers use the periodic assessment by analyzing the results to assist in creating small group instruction.
- c. The school is learning that the children need intensified instruction in Reading and Writing. The native language is used for support, interpretation and comprehension. Also, bilingual and picture dictionaries and literature in the native language were purchased.
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 the RTI model in each classroom. Tier 1 students are taught and assessed by their classroom teachers. Tier 2 students (including ELL children) are placed in small group instruction with RTI teachers assigned to the classroom. Tier 3 students are identified by local assessments and receive 1:2 instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions by placing him/her in a classroom with a student(s) that speak the same language and can communicate with him/her. We also provide materials in their native language for support.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs by analyzing the data carefully on our data teams to determine if the students met the schools projected AYP for a targeted area. We also researched necessary resources to meet the students' specific needs. We used teacher made tests, informal observations, periodic assessments and the yearly assessments.

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](#).)
Parent and child are informally interviewed by our ESL teacher/and or a pedagog from the school who is fluent in that child's language. During registration, to identify their home language, the Home Language Identification Survey is utilized. The information from the survey determines if the student is eligible for testing. The Spanish students who fail the LAB-R will be given the LAB-R. Eligible students must receive the LAB-R within 10 days of entry into an NYC school. The ESL teacher-Mrs. Nellie Dugan (Certified in ESL) conducts the interview.
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.
Following the completion of the initial registration interview appointments are set up for the parents' orientation meeting to be held within 10 days of student admission. Throughout the school year we present, discuss and offer the different models and types of language acquisition programs. Parents view a video in their native language to assist them in making their choice. Our ESL certified teacher and translators are available to answer any questions or address concerns.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL teacher sends and copies the student's entitlement letters. A copy is kept in the student's cumulative file folder. The Parent Survey and Program Selection forms are completed during the Orientation Meeting. A copy is kept and the originals are kept in the student's cumulative folder.
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.
The criteria used is the student's grade/proficiency level. The parent is informed in their native language of their child's placement within the first twenty days of attending school. Parents received a placement letter specifying their entitlement. A copy of this letter is maintained in a binder for the ESL's teacher's records.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The steps include checking the RLAT report to determine eligible students, informing the parents, preparing the students, collaborating with the test coordinator to secure rooms and timeframe, assembling the materials and orientation training for proctors. Administration of the NYSESLAT is organized by the ESL teacher and test coordinator. Training is conducted to make sure proctors are well of all procedures. The speaking subtest is given individually and the listening / reading and writing are given by grades in groups. Absent students are given the make up exams for any parts missed.
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. [📌](#)
After cross-referencing the above-mentioned documents, we found the following trends: 20 parents opted for school's freestanding ESL program. 1 parent preferred transitional bilingual program, (but opted for school's free standing ESL program due to lack of transportation to other school's offerings). 1 parent opted for dual language program, but opted for school's free-standing program. After careful analysis of the data provided it was determined that future programing will include more information to support the parents choice.

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])?
 - a. The organizational model used is pull-out.
 - b. The program model used is heterogeneous.
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)?

In addition to receiving ELA instructional support from the ESL teacher, ELL students receive ELA instruction in the regular classroom. The four modalities, Listening, Speaking, Reading and Writing are intergrated into standards based lessons. The ESL teacher has regularly scheduled meetings with the classroom/subject area teachers and documents these meeting using an Articulation Report Log.
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.

Students will have the opportunity to participate in performance based learning in all content areas. The focus will be on ensuring that ELLs are prepared with instructional strategies to help them become critical thinkers, effective communicators and self confident learners. The ESL teacher plans rigorous ESL lessons that meet the Common Core Standards to ensure that the academic language of the content areas can be assimilated and transferred to other curriculum areas. Instructional materials include National Geography texts, language acquitions supports through technology, independent leveled readers and Continental ELLs texts.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish students who fail the LAB-R are given the Spanish LAB. Other than that, evaluation in their native language is not

applicable in a free-standing ESL program. Students are allowed to speak, read and write in their Native Language for support in language development, comprehension and socialize as needed.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher provides materials and creates verbal conversational assignments for her students. She incorporates listening activities as part of her rigorous instruction in a variety of language levels. Meaningful reading and writing activities are assigned to the students. Students are required to use graphic organizers and notetaking skills in preparation for oral presentations and research projects. Students are provided with opportunities to ask presenters clarifying questions and make comments.

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).

a. N/A

b. ELLs who hve been in school for less than three years receive buddies to assist them with the transition. They are provided with pictiornary books to assist them with recognition. Bilingual staff members are utilized to communicate in the native language.

c. The ESL teacher uses instructional lessons designed to meet the needs of the learner which focuses on word study, vocabulary building, fluency, reading comprehension and writing. Test strategies include instruction in ELA and Math practice in preparation for state exams.

d. N/A

e. Former ELLs are provided with instruction in RTI groups, extended day and after school programs. Former ELLs are provided with the same testingaccommodation of the current ELLs.

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?

Instructional strategies are closely aligned with classroom instruction. Materials were purchased for ELL instruction including Finish Line, Best Practices in Reading and National Geographic Reach.

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?

Our ELLs are incorporated into all curricular and non curricular school activities. They are placed in classes and often receive additional services in and out of their classroom. A careful review of their IEP goals is done to individualize instruction in accordance with their needs.

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:			

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

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

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

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

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

Native Language Usage and Supports

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



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.
- To identify targeted students to participate in the following programs, data from ACUITY Benchmarks, State ELA and Mathematicis Tests, and in-house formal assessemnts were analyzed to determine areas of needs. Intervention plans include two six month After-School remedial support programs, one in ELA and one in Mathematics. The Saturday Academy Program which is a five month program for At-Risk students supports content area learning in Social Studies and Science. RTI supports includes support staff that provide academic intervention services.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Data is provided from Teachers' College Reading and Writing Project Running Records, teacher made formal assessments, end of unit assessments from the ReadyGen program and end unit tests from the GoMath program. Teacher Grade Level Teams meet during weekly common preps to analyze data taken from six week cycles and plan for next steps in implementation of instuction for all students including SWDs and ELLs. The program used is highly effective because it is closely aligned with the NYSESLAT test and engages students within the four modalities of reading, writing, listening and speaking.
11. What new programs or improvements will be considered for the upcoming school year?
- NONE
12. What programs/services for ELLs will be discontinued and why?
- NONE
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The After-School programs include: Extended Day, Project S.M.A.R.T (Students Meeting Academic Results with Rigorous Training), ELLs, Saturday Academy, Dance Program and the Runner's Club Health Program.
- ELL's have equal access to all after school programs. The after school ELL program utilizes the Continental ELL Program materials for students. This Title III program is a researched based program structured to improve writing and reading by incorporating specific Reading and Math strategies. Students are taught using grapic organizers, decoding strategies, math problem solving skills and strateies for effective readers.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is integrated in the content areas for all ELLs with the use of the Smartboard and computers as well as online programs. Our school has a full time Technology Lab and a teacher which services the students. The ESL teacher plans lessons to ensure that the acaemic language of the content areas can be assimilated and transferred to other curriculum areas.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Although we have a free-standing program, our ESL teacher communinates to Spanish speaking students. She has resources in the student's native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our ELLs receive a fair and equitable amount of services and resources that correspond to their age and grade level. Students are placed into classes according to the appropriate age level, however, academic supports are provided to the students meeting the academic performance levels to accommodate and address the specific needs of the child.
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.
- Our Parent Coordinator offers families information and resources at neighborhood locations to support ELLs and non ELLs for upcoming academic year.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. Our sole ESL teacher attends both mandated and non-mandated professional development sessions held for language acquisition personnel at the offices in the Petredies campus. . Our ESL teacher turn-keys to the entire staff, the content of her professional development. Our teacher participates in all programs offered that will increase their instructional capacity, knowledge of best practices, and ways to support students to meet the Common Core State Standards in ELA and the content areas.

2. Professional Development for the 2013-2014 School Year at PS14R is as follows:

Topics	Date
*Understanding and Writing an IEP for ELLs	10/13
*Strategies for Improving Instruction for ELLs	11/13
*The importance of collaborating with the IEP, SETTS, ICT and ESL teacher	12/13
*Assessing and Evaluating ELLs	1/14
*Explicit Instruction in the ELA/Math/Science Test Preparation	2/14
*Breaking Down the NYSESLAT	3/14
*Observing Case Studies/Videos to Identify Practices and Strategies	4/14
*Making Connections Using Case Study Methods to Analyze a Similar School Problem	5/14
*Next Step on which Solutions can be Implemented in the Classroom	6/14

3. Our ESL teacher and Assistant Principal offer guidance and arrange for staff development to guidance counselor, parent Coordinator and others so they can better service our ELLs in times of transition from one grade to another or from one school to another (i.e. staff articulates with neighboring middle schools that are receiving our graduating ELLs).

4. The following workshops have durations of one hour and a half (total-7.5 hours) and have been presented to ESL and non-ESL personnel. Attendance sheets are kept and if the teacher completes the required 7.5 hours, we place a letter in their files acknowledging that the requirement has been met. Since PS 14 is being phased out, next year, we do not have any new teachers at this time.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We have an active PTA. Our parents meet monthly to discuss school issues and progress of the students. Our parent coordinator arranges workshops with staff and local community organizations to train parents in a diversity of skills. Parents are preparing for training as Learning Leaders to better service our school as volunteers. The parents of our ELLs are involved in the above mentioned activities and translations are offered by members of our PTA that speak English and other language as well. Many ELL parents are presently taking ESL classes on Tuesdays and Thursdays from 8:30am until 11:30am.
 2. We provide ESL classes for ELL parents. Police Athletic League provides after school workshops for parents on diverse topics. CBO LINC offers our parent workshops in conjunction with our Parent Coordinator. During these workshops we have translators available for the non-English speaking parents.
 3. Surveys in parent's native language are sent out at the beginning of the year and during workshops to obtain information on parent's interest and needs. The Parent Coordinator schedules the workshops and prepares the forms in English. She also calls the translation unit if there is no one in the building that can translate a document/survey for non-English speaking parents.
 4. The parents of ELLs are provided with information on the new Common Core State Standards, assessments and program information at parent meetings set up by the ESL teacher. These meetings take place before, during, and/or after school. ELL students parents attend our Title I meeting for parents (COFFEE and CONVERSATIONS), a venue for parents and administrators to discuss what is happening at school and address parent's concerns. Activities sponsored by Operation Respect (Educational Consultants) that focus on creating a bully-free environment and other workshops arranged by either the PTA and/or Parent Coordinator. Invitations go out in parents native languages and mentioned activities have translators present for non-english speaking families.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 14

School DBN: 31R014

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Hargett	Principal		1/14/14
Maria Girellini	Assistant Principal		1/14/14
Tia Cranford	Parent Coordinator		1/14/14
Nelly Dugan	ESL Teacher		1/14/14
Keisha Trappier	Parent		1/14/14
Pamela Washington	Teacher/Subject Area		1/14/14
Kathy Wichnovitz	Teacher/Subject Area		1/14/14
Brenda Cofield	Coach		1/14/14
N/A	Coach		1/14/14
Randi Peck	Guidance Counselor		1/14/14
Meghan Kelley	Network Leader		1/14/14
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R014 School Name: P.S.14

Cluster: 6 Network: 613

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.

Data from the RAPL (Adult Preferred Language Report) report in ATS provides a breakdown of preferred languages as indicated by the parents to be the following: English speaking parents 134, Spanish speaking 57 , Arabic speaking 6 , Bengali speaking 1, Cineses speaking 1, and Urdu speaking 1.

Written translations and oral translations in these preferred languages are provided as required during school community meetings, workshops, P.T.A. meetings and when written notifications sent home to parents.

New Parents registering their children complete a Home Language Form. Data from this form along with the data from the ESL Teacher's initial Interview is documented to determine the written and oral interpretation needs of all parents.

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

The Needs Assessments indicated that more non-English speaking parents would attend the various workshops and trainings when written communications were sent home in a timely manner and in the preferred languages as indicated by parents in the RAPL Report.

The findings of translation and oral interpretation needs was discussed with in the P.T.A first two meetings of the 2013-2014 school. The P.T.A President shared with the parents that a formal interpreter would be present during each P.T.A. meeting throughout the entire school school.

The Parent Coordinator meets with parents and provides information about the school findings and school business.

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.

The in-house staff provides written translation services for parent and/or guardians. All written communication to parents and/or guardians is provided in both English and Spanish and other languages as needed.

The schools downloads translated letters in the needed languages immediately following the release of important letters or directives from the D.O.E to all parents pertaining to student achievement, promotional decisions and emergency notifications.

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

The school provides in-house staff for oral translations services for parents and/or guardians during all P.T.A meetings, parent workshops, and Parent/Teacher Conferences.

A member of the P.T.A.'s Executive Board is also available for oral translations as needed.

When needed the school will call the NYCDOE Translation Unit for translations via telephone.

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 whose primary language is one of the eight most common languages are informed of their right to interpretation services when registering students into the school.

The eight covered languages are conspicuously located near the General Office on the second floor of the school indicating that a copy of the Language Assistance Notification can be obtained in the Main Office.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 14	DBN: 31R014
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funding will be used for an after school program for LEP/ELL students in grades 3, 4, and 5. The after school program will be aligned with the standards-based literacy curriculum and comprehensive core math program (Go Math). It will provide supplemental support for the LEP/ELL students in ELA, Math and the content areas of Social Studies and Science.

The goal of the program is to promote and enhance language development, increase knowledge in the application of literacy strategies and skills, and improve number sense and problem solving techniques. A total of 30 students will be invited to participate in this program. The students will be split up into two different classes according to their grades/age levels: 3rd grade class; 4th and 5th grade class.

Instructional planning for this program will be developed by the instructional supervisor along with our school's ESL Teacher and other qualified teachers in the program in a collaborative teaching setup.

Instruction in ELA and the content areas will be planned accordingly to meet the needs of the learners with emphasis on developmental characteristics, writing, building comprehension strategies and speech emergence. In mathematics, instruction will be designed to support the school-wide focus on number sense, critical thinking skills in problem solving and supplemental strategies that connect with Go Math. The after school program will allow students to develop mastery through rigorous practice.

Title III Funds will purchase for PS 14 ELL after school program: notebooks, folders, markers, pencils, chart paper, construction paper, dry erase markers and erasers, incentives, index cards and certificates.

The program will run for twenty-two weeks, two days each week (Mondays and Tuesdays), two hours per day. The program will begin in October 2012 through the middle of March 2013. Parents will be given the opportunity to improve with their own English language acquisition as well as ways to help their children as English learners at home through a series of four workshops based on home school connections. This piece will be provided through several sources to include, but not limited to Network 610 Achievement Coaches and in-house experts.

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: Professional Development will be an integral part of supporting LEP/ELL students throughout the 2012-2013 academic year. On-going professional development activities will be

Part C: Professional Development

provided for staff members during the school day through ELL Study Groups. These study groups will read professional literature and articles on the most effective ways to working with LEP/ELL students. The study groups will be designed to support the staff in learning the most appropriate ways of determining student performance growth by training the staff various ways of monitoring for success. The study groups will also increase school-wide collegiality, improve instructional practices and overall assessments of all LEP/ELL students.

Professional Development for the LEP\ELL After-School Program will include training with Houghton Mifflin Harcourt English as a Second Language: On Our Way to English; Option Publishing's Best Practice in Reading; Curriculum Associates' Strategies to Achieve Mathematical Success and training with websites having to do with language acquisition to enhance and improve student performance. The after school supervisor will play a major role in providing training on curricular publications mentioned above and approving websites for students to research and work out of. Training activities will be based around strategies that are most effective with small group instruction focusing on language development and assessing Second Language Learners using Running Records.

A total of two (2) staff members will teach during the LEP/ELL After-School program. Staff members include common branch licensed teachers and one Supervisor with an administrative / supervisory license. PS 14 will need a supervisor because no other program will be running at the same time as our ELL program. The supervisor will implement the Title III program based on our Title III plan, will evaluate the teachers and will ensure that the program is being done according to the plan.

Professional Development will begin with a two (2) hour Orientation on October 15, 2012.

The Literacy Coach will also provide Professional Development during the regular school day on strategies that support LEP/ELL students.

The Network 610 Support Staff will also provide assistance with facilitators for Professional Development.

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: Parents will be given the opportunity to improve with their own English language acquisition through ESL classes offered on Tuesdays and Thursdays from 8:30 AM to 11:00 AM. We will also seek ways to help their children as English learners at home through a series of four workshops based on home school connections. This piece will be provided through several sources to include, but not limited to Network 610 Support Staff and in-house experts. Letters will be sent out to parents in different languages to notify them of all activities mentioned.

Part E: Budget

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

Allocation Amount: \$11200

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 	70 hours X 2 teachers=140 hours 140 hours x \$50.00 = \$7,000.00 This total includes fringe benefits. 70 hours x 1 supervisor=70 hours 70 hours x \$50.00 = \$3,500 This total includes fringe benefits.	Two Teachers for two days (Monday and Tuesday) a week for two hours each day (3:15 to 5:15 PM) for a total of 18 weeks. One supervisor for two days a week for two hours each day for a total of 18 weeks.
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. 	\$600.00	Houghton Mifflin Harcourt English as a Second Language: On Our Way to English
Educational Software (Object Code 199)		
Travel		
Other	\$100.00	Refreshments for parental activities
TOTAL	\$11,200.00	