



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: IRA SCHULMAN
DBN (i.e. 01M001): 08X104
Principal: IRA SCHULMAN
Principal Email: ISCHULM@SCHOOLS.NYC.GOV
Superintendent: TIM BEHR
Network Leader: ELMER MYERS

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
Ira Schulman	*Principal or Designee	
Fred Cassara	*UFT Chapter Leader or Designee	
Amy-Ann Vohnot	*PA/PTA President or Designated Co-President	
Maureen Burke	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	
Irene DeNobile	Member/UFT	
Linda Brown	Member/ UFT	
Giselle Santiago	Member/ DC-37	
Joseph Vento	Member/Parent	
Judy Gennerali	Member/Parent	
Tara Feaster	Member/Parent	
Christine Wilcox	Member/Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 08X014

School Configuration (2013-14)					
Grade Configuration	OK,01,02,03,04,05	Total Enrollment	607	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	30	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	1.3%	% Attendance Rate		93.2%	
% Free Lunch	54.9%	% Reduced Lunch		11.0%	
% Limited English Proficient	5.3%	% Students with Disabilities		18.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		4.6%	
% Hispanic or Latino	60.3%	% Asian or Native Hawaiian/Pacific Islander		2.0%	
% White	32.6%	% Multi-Racial		0.3%	
Personnel (2012-13)					
Years Principal Assigned to School	1.83	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		6.5%	
% Teaching with Fewer Than 3 Years of Experience	10.9%	Average Teacher Absences		6.8	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	29.9%	Mathematics Performance at levels 3 & 4		33.6%	
Science Performance at levels 3 & 4 (4th Grade)	93.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	No	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of our SCEP included the continuing effort to build community. The SCEP targeted areas to build school wide systems for improvement such as the school Theory of Action.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The SCEP need to include the connection of the over-all structures to the Danielson Framework. Increasing connections will assist in improving student outcomes.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Some of the barriers and challenges include providing time for professional development and expanded learning time.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
All the action plans in last year's SCEP were implemented. We are currently working on evolving the systems and procedures to enhance student achievement.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
The school continues to develop structure to aligns its' professional development plan to the the Danielson Framework informal observation data.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The school continues to develop capacity in the areas of our staff based Teacher Effectiveness Team and School Wide Inquiry Team.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
According to the NYS School Report Card, all subgroups made AYP in both ELA and Math.			
Describe how the school leader(s) will communicate with school staff and the community.			
The administration continues to speak at PTA meetings, attend special events, faculty conferences, attend District and Superintendent meetings and use an automated phone system to inform the school community.			
Describe your theory of action at the core of your school's SCEP.			
Our Theory of Actions includes five main areas. These include Peer Coaching, the Framework for Teaching, Differentiated Instruction, Analyzing Student Work and Plan Collaboratively.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategies include grade level teachers having 3-4 common planning a week for collaboratively planning and Wednesday afternoon teacher meetings for Inquiry and a peer coaching and learning cycle using the lens of the Danielson Framework.			
List the key elements and other unique characteristics of your school's SCEP.			
Our SCEP is unique in that our school capacity for growth is sizeable and we are focused on improving our systems to improve student achievement.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
The various stakeholders including PTA, SLT, School Safety, the Consultation Committee and Pupil Personnel Team are actively involved in the implementation and managing of the our improvement plan.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Expand the use of the school's observation tools to identify good teaching practices, provide next steps feedback and facilitate effective professional development to ensure continued pedagogical improvement.

Review Type:	DQR	Year:	2012 - 2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	
2.4 School leader's use of resources	X
	2.3 Systems and structures for school development
	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teachers will demonstrate improved classroom practice as measured by actionable teacher feedback that articulates clear expectations for teacher practice.

Instructional Strategies/Activities

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

▪ Strategies/activities that encompass the needs of identified subgroups

Items to include in Action Plan:

Strategy #1

- A) Teachers College Reading Coach will have 5 interactions with targeted grade levels to provide differentiated training all teachers
 - Through differentiated professional development teachers will develop knowledge of content-related pedagogy through the lens of the Danielson Framework
 - Teachers will set instructional outcomes at a challenging cognitive level
 - Align instructional materials to support the learning of student

Strategy #2

- A) Teachers College Professional Development Activities
 - Teachers College Coaching Institute: Selected Teacher
 - Teacher College Positive Behavior Management Institute: Selected Teachers
 - Teachers College Inquiry Study Group: Selected Teachers

Strategy #3

- A) Cycles of frequent unannounced observations with timely actionable feedback
 - School leaders will set up and follow a schedule for teacher observation and formative feedback aligned to Domains 2 & 3 of the Danielson Framework for Teaching
 - School leaders will document and track observation evidence and feedback
 - School leaders will meet with teachers in a timely manner to share formative feedback and next steps

Strategy #4

- A) Professional Development provided by school-based Teacher Effectiveness Team based on observational data. Teachers will attend Network 607 professional development opportunities.
 - Teacher Effectiveness Team will provide school-based professional development using competency data from informal and formal observations

- Teacher Effectiveness Team will provide support to staff by surveying, collecting best practices, provide school-based workshops and measure effectiveness
- Selected Teachers will attend Network 607 Saturday professional development opportunities.

Strategy #5

A) Peer Coaching and Learning

- Teachers will engage in a peer coaching and learning environment to:
 - Enhance instructional design to engage students and advance them through school content
 - Enhance instructional design to support instructional outcomes and reflect important concepts
 - Design learning tasks that require high-level student thinking and are aligned with lesson objectives

1.

<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Principal, Assistant Principal, Teachers College Coach, CFN 607 Instructional Staff 2. Teachers College Coach, Classroom Teachers, Assistant Principal, Principal 3. Principal, Assistant Principal 4. ELA and Math Instructional Leads, Assistant Principal, Principal 5. Classroom Teachers, Assistant Principal, Principal
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 1. By June 2014, teachers will demonstrate improved classroom practice as measured by actionable feedback from 6 informal observations that articulate clear expectations for teacher practice.
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. September 2013 to June 2014 (Monthly monitoring of Informal Observation information) 2. September 2013 to April 2014 (Interim conferences and turn-key of information) 3. October 2013 to June 2014 (Monitoring of teacher information through informal observation rounds) 4. October 2014 to June 2014 (Monthly monitoring of Informal Observation information) 5. May 2014 to June 2015 (Teacher Survey and conference)
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. Teachers College Reading Coach – On Site (14 days) 2. Teachers College Professional Development Activities 3. Framework for Teaching Professional Development (Danielson Group – 1 day) 4. Extended Day Teacher Meetings, Grade Level Meetings and Faculty Conferences 5. Peer Coaching and Learning using the Framework for Teaching

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Current tracking systems do not offer a clear picture of student progress across subjects, impeding efforts to completely track student mastery.

Review Type:	DQR	Year:	2013	Page Number:	4	HEDI Rating:	Proficient
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, develop a comprehensive system that will provide a clearer picture of student proficiency, learning needs as well as inform instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategy #1

- A) Diagnostic Reading Assessment (DRA) 3x per year
 - Students will be assessed in reading in the fall, winter and spring
 - Teachers will be familiar with each students' skills, knowledge and language proficiency

Strategy #2

- A) Go Math Unit Tests and Progress Checks
 - Students will be assessed and progress monitored toward mastery of grade level content
 - Teachers will gather formal and informal information about students for use in planning instruction

Strategy #3

- A) Kaplan Advantage ELA/Math for Grades 3-5
 - Students will engage in test taking sophistication centered on the composition of multiple-choice, short answer and extended responses.
 - Teacher will gather formal and informal information about students for use in planning instruction

Strategy #4

- A) Tier II Intervention: Fountas & Pinnell Leveled Literacy Intervention Program K-2:
 - Students identified using the DRA in Grades K-2
 - Students will receive intensive phonics, word study and language acquisition in classroom based small group instruction.
 - Teachers will progress monitor students weekly

Strategy #5

- A) Academic Intervention Teacher
 - Use of the Fountas & Pinnell Leveled Literacy Intervention Program for Grades 3-5
 - Students will receive intensive phonics, word study and language fluency
- B) Tier III Intervention: Reading Rods Phonics and Fluency Program K-2
 - Students identified using DRA in Grade K-2
 - Students will receive intensive phonics, word study and language acquisition in pullout based small group instruction.
 - AIS Teacher will progress monitor students weekly

Strategy #6

- A) Data Specialist
 - Compile data in one source
 - Analyze student data
 - Relay Information to teachers to enhance student achievement.

1.

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

1. Classroom Teachers, SETSS/IEP Teachers, Assistant Principal
2. Classroom Teachers, Data Team, Assistant Principal
3. Classroom Teachers, Assistant Principal
4. Classroom Teachers, Assistant Principal, Principal
5. AIS Teacher
6. Per-Diem Data Specialist

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. September 2013 to June 2014 (3x per year)
2. September 2013 to June 2014 (Monthly data analysis of Progress Checks and Unit Tests)

3. January 2013 to April 2014 (Pre and Post Assessment analysis of Saturday program)
 4. October 2013 to June 2014 (Monitor student progress 3x per year)
 5. January 2014 to June 2014 (Monitor student progress 3x from January to June)
 6. October 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. DRA2 given 3 times per year. (No additional cost)
 2. Go Math Progress and Unit Tests (No additional cost)
 3. Kaplan Keys Advantage for ELA and Math during Saturday School Grade 3-5 (10 weeks, 14 teachers, 4 hours each session)
 4. Leveled Literacy Intervention System during small group instruction. (No additional cost)
 5. Per-Diem Academic Intervention Teacher (48 days)
 6. Per-Diem Data Specialist (30 days)

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

While administration encourages teachers to attend other out-of-building workshops to with colleagues in English Language Arts, math and special education, a system for using the school's observation data to support teacher development has not been established, thwarting efforts to elevate school-wide instructional practices.

Review Type:	DQR	Year:	2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teaching practice will improve as measured by the Danielson Framework by 5% for Domains 2 & 3.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Strategy #1
- A) Measures of Teacher Practice
- o Observe, score and analyze teacher practice through the lens of the Danielson Framework.
 - o Group teacher groups by observational data and provide targeted professional development.
- Strategy #2

A) English Language Arts Instructional Lead

- o Attend City Wide and Network literacy professional development and turnkey to staff.
- o Share best practices with staff during staff conferences and teacher meetings.

B) Mathematics Instructional Lead

- o Attend City Wide and Network literacy professional development and turnkey to staff.
- o Share best practices with staff during staff conferences and teacher meetings.

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

1. Principal, Assistant Principal, Classroom Teachers, Teachers College Coach, CFN 607
2. ELA and Math Instructional Leads, CFN 607, Assistant Principal, Principal

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

1. There will be a 5% increase in teachers receiving an effective or highly effective in Domains 2 & 3 of the Danielson Framework.

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

1. September 2013 to June 2014 (6 cycles of informal observations, information will be analyzed at the end of each cycle.)
2. September 2013 to June 2014 (Instructional Leads will turn-key information to staff)

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

1. ELA Instructional Lead, Math Instructional Lead, CFN 607, Assistant Principal, Principal (No additional costs)
2. ELA and Math Instructional Lead Teachers (10 per diem substitute days for teachers attending workshops)

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The collaborative process is enabling the school to accelerate students outcomes while supporting social-emotional growth as evidenced by a Progress Report rating that has moved from a "D" to an "A" rating and lower occurrence report rates compared to this time last year. In 2010-2011 the school reported 50 Level 4 incidents, during the following school year 2011-2012 there were 17 Level 4 incidents.

Review Type:	DQR	Year:	2013	Page Number:	5	HEDI Rating:	Proficient
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 14, there will be a 25% decrease in Level 4 OORS reporting.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategy #1

A) WolfPack Pride Program

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

Strategy #2

A) Enrichment Activities

- Arts Connection: Percussion Program for Grades K-1
- LEAP: ALLL program for Grades 2
- Dancing Classrooms: Ballroom Dancing Grade 4
- NYC Philharmonic: School Day Performance Grades 3-5
- Quest (Questioning, Understanding, Explore, Success, Technology) Program

Strategy #3

- The addition of a second guidance counselor

1.

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

1. Classroom Teachers, Assistant Principal, Parent Coordinator, Guidance Counselors
2. Classroom Teachers, Teaching Artists, Parent Coordinator, Assistant Principal, Principal
3. Guidance Counselor

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

1. By June 2014, the number of Level 4 incidents will continue to decline by 10%

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

1. September 2013 to June 2014 (data reviewed at monthly school safety meetings)
2. September 2013 to June 2014 (data reviewed at monthly school safety meetings)
3. September 2013 to June 2014 (data reviewed at monthly school safety meetings)

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

1. Supplies for award ceremonies and PAW (Positive Award Winners) incentives. (\$750 – Tax Levy)
2. Project Boost Arts Funding (\$18,500), PTA Funding (\$8,500)
3. CIT services provided by Guidance Counselor (\$76,000 – Tax Levy)

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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

Review Type:	QR	Year:	2012	Page Number:	6	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

6.2 Welcoming environment	X	6.3 Reciprocal communication
6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, parents will receive weekly update of their child's progress based on "monitoring of their own learning against clear standards (3d: Using Assessment in Instruction)." Teachers' comments will be based on "feedback as part of a rich instructional environment; without it, students are constantly guessing as to how they are doing and student self-assessment which is the assumption of responsibility for their learning is when they monitor their own learning and take appropriate action (3d: Using Assessment in Instruction)." Parents receiving weekly-updates on the progress of their child which includes space for parent questions/answers and are returned to the classroom teacher every Monday.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Develop greater student goal setting techniques through the Teacher Effectiveness Team methodology of survey, develop workshops, monitor, peer coach and learning are evaluate.
2. Parent Workshops with topics including Literacy, Math and Homework Help.
3. Talk to the Principal Night (open forum for Q&A)
4. Monthly PTA Principal Report and Q&A

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

1. Principal, Assistant Principal, Classroom Teachers, ELA and Math Instructional Leads
2. Parent Coordinator, ELA and Math Instructional Leads, PTA
3. Principal, PTA, Parent Coordinator
4. PTA monthly meetings

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

1. The number of teacher/parents communication on the Week In Review will be surveyed and tracked will a 10% increase in the home/school connection (No Cost)
2. Increase in the number of parents attending workshops. (8 workshops, 1 teacher, 4 hours per session)
3. Increase in the number of parents attending open forums (No Cost)
4. Increase in the number of parent attending PTA meeting (No Cost)

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

1. September 2013 to June 2014
2. September 2013 to June 2014
3. October 2013 to June 2014
4. September 2013 to June 2014

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

1. Week In Review
2. Common Core Resources
3. Engage NY/ARIS Resources
4. School Data

Budget and Resource Alignment

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

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Title I Information Page (TIP)
For School 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.

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

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).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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).

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	F&P Leveled Literacy Intervention Program	Small group instruction	During school day in classroom teacher
	Reading Rods Fluency and Phonics Program	Small group instruction	During school day with AIS pullout
	Wilson and Foundations Reading Programs	Small group instruction	During school day with SETSS pull out/push in.
	Saturday School	Small group instruction	Saturday morning
Mathematics	Go Math Intervention	Small group instruction	During the school day with classroom teacher
	Saturday School	Small group Instruction	Saturday Mornings
Science	Non-Fiction Reading and Writing Units of Study	Whole group, small group and one to one instruction	During the school day with classroom teacher
Social Studies	Non-Fiction Reading and Writing Units of Study	Whole group, small group and one to one instruction	During the school day with classroom teacher
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ERSS Counseling with Social Worker	Small group and one on one counseling	During the school day with counselor
	At-Risk Counseling with Guidance Counselor		

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

Parent Involvement Policy (PIP) Template

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

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;

**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 08	Borough Bronx	School Number 014
School Name Senator John D. Calandra		

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 Ira Schulman	Assistant Principal Elizabeth Falzone
Coach type here	Coach type here
ESL Teacher Marcella Capobianco	Guidance Counselor Diana Santos
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Evelyn DeStefano
Related Service Provider Denise McCormack	Other type here
Network Leader(Only if working with the LAP team) Elmer Meyers	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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	608	Total number of ELLs	34	ELLs as share of total student population (%)	5.59%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	2	2	2	1	3	2								12
SELECT ONE	1	1	1	1	3	1								8
Total	3	3	3	2	6	3	0	20						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	4
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	

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	27		1	7		3				34
Total	27	0	1	7	0	3	0	0	0	34

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	2	1	7	2								22
Chinese	1				1									2
Russian														0
Bengali		1												1
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1				2								3
Other	2	1	1		1									5
TOTAL	9	8	3	1	9	4	0	0	0	0	0	0	0	34

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)	2			1	2									5

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)	3	1	1	1	1									7
Advanced (A)	12	2		7	1									22
Total	17	3	1	9	4	0	0	0	0	0	0	0	0	34

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	5	5	4		14
4	2				2
5					0
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	4		6		3		2		15
4	2		4		1				7
5									0
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			1		1				2
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.

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveal that, with the exception of a few, students are achieving English proficiency at a consistent rate, within 1-4 years of service, and at a consistent pace of their ELL peers. The scores on the NYSESLAT and LAB-R are consistent and conversely related with the students' scores of the formative assessments given, such as the ACUITY and NYS ELA tests.
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 [AMAQ tool](#))

The patterns across the NYSESAT modalities will determine the instructional approaches and decisions made for both classroom teacher and the ELL instructor. For students whose reading/writing and/or speaking/listening scores are below or approaching the grade level Common Core Standards, interventions such as smaller group instruction, AIS, and lessons differentiated to the areas they are struggling in will be implemented and closely assessed.

The data generated by AMAQ will be used to determine the groupings of ELLs within their classroom, small group instruction, and if students will benefit from a pull-out instructional period to increase their listening/speaking skills in a smaller, more intimate setting and environment. Analysis of the 4th Grade and 5th Grade students' NYSESAT and NYS ELA scores show some interesting corollaries. Most of the ELL students make gains from year to year in the listening and speaking areas of the NYSESLAT, while the reading and writing parts remain fairly consistent.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. The patterns in proficiencies across grades are that those that enter in lower grades, reach a score of proficient on the NYSESLAT sooner than those that enter in grades 3-5. The patterns also reveal that a student's reading and writing proficiency in their native language is directly related in how well they fare in tests taken in English.
- b. The results of the ELL Periodic Assessments are used by the school leadership and teachers to drive instruction and determine what intervention programs need to be in place in order to keep ELLs progressing consistently with their peers and on grade level as determined by the Common Core Standards.
- c. From the ELL Periodic Assessments, the school learns the modalities that the ELLs are struggling in individually as students, collectively as grades and a sub-group as a whole. Native language is used as a support to aid the ELLs in the areas they need improvement. Classmates help each other in their common native language, translated versions of passages and texts are utilized when available, and Newcomers and beginning ELLs are able to respond to written responses in native language as a scaffolding support.
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](#).)

General content instruction for all ELLs is provided at the Tier I instructional level with the ELL teacher and classroom

collaborating on lessons targeted at increasing language acquisition and academic proficiency. When data from formal and informal assessments by both ELL and classroom teachers indicate an intense need for intervention, students are placed at Tier 2 or Tier 3 levels as needed. Instruction at these Tiers is tailored to meet ELLs' language and academic needs and specific domains in which they are at risk. Students are provided with increasingly intensive, targeted instruction designed to match their learning needs. These needs are determined by individual students' performance on periodically administered assessments.

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

Second language development of ELLs is carefully assessed as they move through the stages of acquisition in order to appropriately differentiate instruction in all environments of education. The level of second language development determines a student's zone of proximal development and drives instruction by scaffolding language development, or providing the support students need as they progress.

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.).

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

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](#).)

When the parents or guardians come to P.S.14 to register their child, they are asked to complete a Home Language Identification Survey form. During the registration, the current ELL instructor interviews the parents and the child to obtain a clearer sense of their language proficiency and preference, with the aid of a translator if necessary. If it is determined that the language spoken at home is a language other than English, the child is administered the LAB-R exam by a NYS certified TESOL teacher. This is completed within 10 school days of the child's first date of attendance. If the child passes the LAB-R exam, the ELL identification process ends.

If the child fails the LAB-R exam, and the child's home language is Spanish, the Spanish LAB is given within the child's first 10 days of attendance, according to the Chancellor's regulations. The results of the two tests determine if the child is designated as an ELL student.

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.

Once the ELL designation is made, the parents are contacted by the certified ELL instructor and/or Parent Coordinator and invited to the school for the parents' orientation within 10 days of identification. The three program models are explained (Bilingual Transitional, Dual Language, and ESL) in the parent's own language, and the video further explaining the programs is shown. These orientations are ongoing during the school year as newly enrolled students arrive.

If parents are unable to attend the group orientation, an individual meeting is set up within the next few days when parents can meet to discuss the program models and ask questions. If still unable to attend, parents are recommended to review the program video on-line and encouraged to call the ELL teacher or Parent Coordinator to review and ask any questions.

The parents are asked to fill out a parental survey and program selection form, stating their preference for one of the three programs. If the parents chose the freestanding ESL program, the child is assigned a classroom and a schedule is prepared for the

child to receive ESL instruction.

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 [\[see tool kit\]](#).)

With the use of thorough checklists, all Entitlement Letters, Continued Entitlement letters, and respective correspondence, including Parent Choice Surveys, are kept in a secure file by the ELL Coordinator. If parents do not return required correspondence, the Parent Coordinator, with a translator, reaches out to ensure parents have received and understand the importance of returning the Parent Choice Surveys.

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.

If the parent chooses the bilingual or dual language programs, the parents are given the choice to register their child in another school in the district that offers the program of their choice. P.S.14 does not meet the criteria for a bilingual program for the school year 2013-14. The school does not have the required 15 students in a grade or in two continuous grades to form a bilingual class.

In the past two years, two sets of parents have requested a bilingual program for their child. Since P.S.14 has not had a bilingual program, the children were referred to another school with a bilingual program, but parents elected to remain at P.S. 14. If the number of ELL students in two continuous grade levels reaches 15, a self contained ESL or bilingual class will be created, according to parents' preference.

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.

In order to ensure that all modalities of the NYSESLAT are administered within the testing window, the ELL Coordinator/Instructor creates a testing schedule for the ELLs by class and grade band for each modality. A thorough checklist of the ELL roster is kept with each modality listed to ensure that every student has completed the appropriate test. If students are absent, a testing makeup session is scheduled for that modality/grade band. The administration of the Speaking modality is done individually by the ELL instructor in the ESL pull-out room with the use of a recording device.

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. [①](#)

After reviewing all Parent Choice Surveys, if the parent chooses the bilingual or dual language programs, the parents are given the choice to register their child in another school in the district that offers the program of their choice. P.S.14 does not meet the criteria for a bilingual program for the school year 2013-14. The school does not have the required 15 students in a grade or in two continuous grades to form a bilingual class.

Most parents choose either ESL or TBE, because they feel that more immersion in the English Language will be beneficial for their child's English language development. Of the 11 new admits for the 2013-2014 SY, 2 sets of parents have requested TBE, 2 sets of parents requested Dual Language, and 7 have requested Free-Standing ESL. The parents of the returning ELL students have elected to keep their children in the Free-standing ESL program for consistency in instruction. The four sets of parents that have requested a bilingual program for their child, were referred to another school with a bilingual program, but parents elected to remain at P.S. 14. If the number of ELL students in two continuous grade levels reaches 15, a self contained ESL or bilingual class will be created, according to parents' preference.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P.S.14 uses a free-standing ESL program that follows the push-in model with some periods of pull-out of bridged grades in order to keep within the mandated minutes of instruction needed. ELLs are grouped in general education classes and are supported with push-in ESL instruction. The ESL teacher pushes in during ELA and Literacy blocks in which the ELL students are grouped and works with the students in their content classes. Most groups are heterogeneous, with mixed proficiency levels. The ESL teacher both differentiates instruction and facilitates the group following the content taught by the classroom teacher. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous classes is practiced based on student needs and learning targets. The teachers work collaboratively to regularly group and regroup ELLs and English-proficient students to maximize instruction and learning opportunities.

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)?

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

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

English Language Arts (ELA) instruction will be provided to students at the intermediate and advanced levels of English language proficiency for a minimum of one unit of study or its equivalent. In the content area instruction, ESL strategies will be infused to maximize comprehension and cognitive development. Students with Interrupted Formal Education (SIFE) will be provided with additional instructional time. Extended day programs, one to one tutoring, peer tutoring, and Saturday academies will be provided for this purpose.

Native language support is provided through the classroom libraries where a selection of Spanish language books that are reading level and grade appropriate. In addition, students are encouraged to celebrate their native heritage through school assemblies and programs.

School teams that include the content area teachers, ESL teacher, and any support instructors, meet regularly to examine data (ARIS, NYSESLAT, lesson video tapes, students' self assessments, diagnostics). This data is used for individual student profiles and to monitor curriculum alignment.

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.

In addition to the push-in program, the ESL teacher works with small groups to provide specific instruction using ESL strategies in a pull-out classroom one period a day. ESL programs used by the ESL teacher include the “Words Their Way for EL” program and “Hello English” for the lower grades, and “On our way to English” by Rigby Guided Reading Program for the upper elementary grades. The lower grades programs concentrate on building vocabulary and beginning reading aligned with the Common Core Learning Standards, while the upper grades programs extend vocabulary and increase the decoding and comprehension skills of the ESL students aligned with the Common Core Learning Standards. All of the programs in use have a writing component in conjunction with the reading component and are aligned with the Common Core Learning Standards.

Push-ins during Mathematics periods concentrate on vocabulary support during the math lesson to improve the student’s understanding of the concepts covered and are aligned with the Common Core Learning Standards.

ELL students who are held over receive targeted instruction on their academic deficiencies based on the classroom teacher’s input and the diagnosis of the ESL teacher.

Strategies often used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, and engaging in accountable talk. ELL students participate in Title III funded after-school and Saturday classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
P.S. 14 does not currently implement bilingual programs. However, native languages are supported by providing bilingual texts, videos, and any other materials to make content comprehensible in second language development as well as in native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
English as a Second Language instruction is designed to develop students’ skills in listening, speaking, reading, and writing the English language. The ESL teacher uses ESL strategies while providing the regular content that all students receive in their classroom. School team, that include the content area teachers, ESL teacher, and any support instructors, meet regularly to examine data (ARIS, NYSESLAT, lesson video tapes, students’ self assessments, diagnostics). This data is used for individual student profiles and to monitor gains in the four modalities throughout the year.
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).

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

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

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?
Students who are identified as having special needs are provided with extra materials and visuals to aid in content comprehension. They are given extra time to complete their tasks and are grouped in small groups so that they can receive individual assistance. They are provided with grade-level material in smaller parts that are differentiated to meets their special needs as identified on their IEPs.
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?

Students who are identified as having special needs are provided with extra materials and visuals to aid in content comprehension. They are given extra time to complete their tasks and are grouped in small groups so that they can receive individual assistance. They are provided with grade-level material in smaller parts that are differentiated to meet their special needs as identified on their IEPs.

Courses Taught in Languages Other than English [i](#)

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
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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.

Once an ELL is identified as at risk and needing intervention using the RtI framework, instruction is tailored to meet the needs of these students in the specific domains for which they are at risk. The programs used for intervention are: "The Language of Math", Perfect Learning Corp., "Reading Rods Phonics Program", ETA Cuisenaire, and "Words Their Way for English Learners", Pearson. In addition to these programs, classroom teachers for grades K-2 use the "Leveled Literacy Intervention Program", Fountas & Pinnell.

In addition to the listed programs, ELL students who are in the ESL Program for 4 to 6 years, the extended time program, the extended day program, Saturday Academy, and the required units of ESL instruction are provided. These students are immersed in vocabulary development and test preparation. Long term ELL students, those with more than 6 years of ESL instruction, are provided with all the programs and opportunities that are offered to other ELL students, in addition to targeted instruction based on their individual needs as noted by their NYSESLAT scores. Students who are identified as having special needs are provided with extra assistance based on individual diagnostics, in addition to extra time given to complete their tasks and they are grouped in small groups to receive individualized assistance. All ELL students who are in the program for more than 3 years are offered a targeted after school program, Saturday Academy, and one to one tutoring to increase their language development.

As a further extension of services and to promote a better home/school partnership, P.S.14 is providing a translated version of the weekly homework to all ESL students for their parents. This allows the parents to better participate in their children's education and enables the parents to help with the homework.

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

The ESL program currently implemented at P.S. 14 has proven to be effective in meeting the needs of the ELLs in both content and language development. The number of ELLs serviced from 4-6 years has decreased from 20 ELLs in 2011-2012 to 7 ELLs in the current school year 2013-2014. This indicates that ELLs are achieving English proficiency at a faster rate. In addition to these statistics, ELLs and Former ELLs are scoring at levels 3 and 4 in the NYS ELA and Math tests at a higher rate.

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

For the upcoming school year some considerations will be that new funding will be spent on expanding the native language and bilingual resources to more languages. The demographics of ELLs is shifting to include languages of various backgrounds and not just Spanish. Native Language support resources will include Chinese and Albanian bilingual dictionaries and books if available. A Newcomer extended day program will also be considered dependent on new enrollment numbers, in order for ELLs to accerlate in meeting the Common Core Standards.

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

The reading program "Hello English" will be discontinued or replaced because this program focuses more on social and survival language and less on academic language. It is also not aligned to the Common Core Standards.

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

All ELLs are given equal access to all school programs offered at P.S. 14. ELLs are strongly encouraged to participate in after school activities such as Bingo Night, Jopardy Night, and any school dances. Through the use of Title III funding, additional materials and resources will be purchased for the use in an ESL After School Program. This program runs on Mondays for grades 1-2, and Tuesdays for grades 3-5. Activities in this program include collaborative community projects, readers' theater, and other group activities that will foster oral and academic language skills.

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

Instructional materials used to support ELLs in content and language include many visual aids, hands-on manipulatives, realia, and bilingual resources. Classrooms are equipped with computers and educational activities to allow technology to be incorporated into their hands on learning. Classrooms are also equipped with Promethian Boards and document readers to facilitate interactive learning.

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

A minimum of 25% Native language support in the ESL program consists of allowing same native language collaborative work among students, when native language is needed for academic support. In addition to bilingual dictionaries in native language, any texts and resources available in native language is encouraged for use to help students' native culture to be represented and

used.

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

All ELLs are placed in the appropriate grade level for their age upon arrival. Materials and resources used are developmentally appropriate and on grade level.

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

ELLs that enroll through out the school year are paired with a classroom buddy that is from the same background and speaks the same native language. Often times this student is another ELL at a higher proficiency level that is familiar with school and classroom procedures and can assist the new ELL in acclimating to her new environment.

Classroom teachers are given materials that will aid in the facilitation of English acquisition such as Newcomer books from the Rigby, "On Our Way to English" program and bilingual picture dictionaries.

For newcomers, PS 14 also provides the following:

- Extended Day Program, where the student practices vocabulary and pronunciation with the teacher and the Rigby computer program, On Our Way to English
- Language games and role playing activities to help bolster students' self-esteem
- Songs and finger plays (lower grades)
- Role playing
- Classroom is organized so that there is lots of interaction with peers and teacher to foster the development of academic concepts and language
- Use of Native Language is encouraged to support English language acquisition, both spoken and written
- Teachers build upon what students already know to help them gain confidence and value themselves as learners.
- Use of graphic organizers and extensive modeling for written work, to help prepare for ELA

18. What language electives are offered to ELLs?

N/A:

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

The ESL teacher is regularly sent to professional development throughout the school year. The ESL teacher shares the information received providing professional development for all teachers of ELL students in our school. This training is provided during professional development days and other times, totaling 7.5 hours for classroom teachers and 10 hours for teachers of SWD.

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

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

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

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

The ESL teacher will participate in common grade planning periods, grade conferences, staff retreats, as well as one-on-one conferences with teachers of ELL's as needed.

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?

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

A parent survey was created to establish parental needs. These are being addressed in the meetings and workshops offered during the school year 2013-2014, which include:

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

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

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

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: Senator John D. Calandra

School DBN: 08x014

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ira Schulman	Principal		12/6/13
Elizabeth Falzone	Assistant Principal		12/6/13
Evelyn DeStefano	Parent Coordinator		12/6/13
Marcella Capobianco	ESL Teacher		12/6/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Diana Santos	Guidance Counselor		12/6/13
Elmer Meyers	Network Leader		12/6/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **6** Network: **607**

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

Part A: Needs Assessment Findings

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

Data used to assess written and translation needs are the ATS Home Language Report, teachers' and staff knowledge of parents' language needs, and Parent Coordinator's files kept regarding oral translation and low incident language translation needs/requests. This data is collected from the Home Language Identification Survey and from interviews during the intake process. Surveys are also given to parents throughout the year requesting their preferred language of communication.

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

The findings on the written translation and oral interpretation needs show that 58% of PS 14 has a home language of Spanish. Many of the parents in the community are proficient in verbal English but require written translation into Spanish. These findings were reported to the school community via P.S. 14's bilingual monthly newsletter sent by the Parent Coordinator and PTA.

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.

PS 14 will provide all in-house notices sent home in English and Spanish. Chinese and Bengali translations will be provided as well. Most written translations are provided by staff and parent volunteer proficient in the languages needed. For fewer occurring languages in the school community such as Albanian, Chinese, Greek, and Vietnamese, parent volunteers will be requested or provided by an outside vendor if necessary.

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.

Flyers for upcoming events will be sent bilingually in advance with a request for parents to contact Parent Coordinator if an oral translator is needed. Most oral translations are provided by bilingual Spanish speaking staff and parent volunteers. For fewer occurring languages in the school community such as Albanian, Chinese, Greek, and Vietnamese, parent volunteers will be requested or provided by an outside vendor if necessary.

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>.

Translated versions of the Bill of Parents Rights and Responsibilities will be provided for parents in the requested home language. Notices of this Bill of Rights are also posted at the school entrance to notify parents of the translation and interpretation services available.