

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**24Q014**

**School Name:**

**THE FAIRVIEW SCHOOL**

**Principal:**

**HEATHER BENSON**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 24Q014  
School Type: Elementary Grades Served: K,1,2,3,4,5  
School Address: 107-01 Otis Avenue Queens, NY 11368  
Phone Number: 718-699-6071 Fax: 718-699-3224  
School Contact Person: Janine Chatterton Email Address: JChatte@schools.nyc.gov  
Principal: Heather Benson  
UFT Chapter Leader: William Andersen  
Parents' Association President: Miriam Morocho  
SLT Chairperson: Kristen LaPerla  
Student Representative(s): n/a

**District Information**

District: 24 Superintendent: Madelene Chan  
Superintendent's Office Address: 98-50 50 Avenue Queens, NY 11368  
Superintendent's Email Address: Mchan2@schools.nyc.gov  
Phone Number: (718) 592-3357 Fax: (718) 592-3357

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 401 Network Leader: Shenean Lindsay

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Heather Benson	*Principal or Designee	
Theresa Colleary	*UFT Chapter Leader or Designee	
Miriam Espinoza	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kristen LaPerla	Member/ Teacher	
Camila Galindo	Member/ Teacher	
Alyssa Pisacane	Member/ Teacher	
Maria Delgado	Member/ Parent	
Maria Priego	Member/ Parent	
Sofia Sanmartin	Member/ Parent	
Aleyda Ramirez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### Our Mission Statement

We are a diverse community of learners dedicated to providing our students with a safe, nurturing school environment which fosters the goal of academic excellence for all of our students.

Through common core standards and rigorous instruction, we encourage our students to think critically, to take responsibility for their own learning and to develop and model exemplary behavior in order to meet the challenges of College and Career Readiness and the world beyond in the 21st Century.

### Collaborations/Partnerships

Our community partner is Queens Museum. We have 2 projects planned for this school year, including students in 15 classes school wide. We have implemented a partnership with Visual Thinking Strategies. Visual Thinking Strategies (VTS) is a method initiated by teacher-facilitated discussions of art images and documented to have a cascading positive effect on both teachers and students. It is perhaps the simplest way in which teachers and schools can provide students with key behaviors sought by Common Core Standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers. Our school hosts a Boy Scouts program and a Power Play program for girls.

### Special Initiatives

The PD Committee has 4 strands of ongoing support to offer teachers: Rigor, Curriculum, Inquiry, and Data Analysis.

We have implemented a Lunchroom Leader program where students have a goal of collecting as many stickers as they can during the month to be a Lunchroom Leader. They earn stickers by using showing leadership skills in the cafeteria. Classes that earn at least 15 stickers in one month are acknowledged during the morning announcements. The class with the most stickers in one month is added to our Lunchroom Leaders Bulletin Board outside the cafeteria.

We have an attendance initiative where we award classes with the highest attendance each month with a special prize. We also give out attendance ribbons daily to all classes that have 100 percent attendance. Parents of absent and late students are contacted daily through Blackboard Connect.

### Strengths

Our strengths include teachers collecting data to help organize small group instruction. Our teachers meet voluntarily on their common prep times to work as a PLC to analyze curriculum and collaborate on lessons. We have created many committees this school year; SLT, Culture, Green Team, Attendance, PD, Consultation, ESL, SIT/RTI, Testing, BRT, Vertical, and Newcomers.

### Challenges

Our challenges include large class sizes, and not enough professional development in prior years around The CCLS (common core standards).

### Growth

We have made the most growth with coming together as a school community. In past years, most grades met in isolation with no alignment from grade to grade. This year with all of our committees and with creating a shared vision and 5-year plan, we have begun to align what is happening across the grade levels.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

<ol style="list-style-type: none"> <li>1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ol>
<p>Needs:</p> <ul style="list-style-type: none"> <li>• Based on the data from the most recent state test scores, as well as student TC Running Records, our special education and ELL students performed lower than the rest of the school student population.</li> <li>• Only 23% of students overall passed the ELA exam with a level 3 or 4.</li> <li>• Additionally we have a concern in the increase of stamina and rigor of the Common Core State Exams.</li> </ul> <p>Strengths:</p> <ul style="list-style-type: none"> <li>• 95% of teachers are rated Effective or Highly Effective.</li> <li>• Curricula are adopted and implemented that are aligned to the CCLS.</li> <li>•</li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, instruction in ELA will be aligned to the CCLS to ensure that rigorous tasks allow students to read, write, and speak at or above grade level using text-based evidence in order to improve literacy proficiency in the ELA State Exam by 7 points in grades 3, 4, and 5 inclusive of the sub-group populations of ELL students and Students with Disabilities.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<p>Special Education and ESL Teachers will attend professional development training on developing reading and language skills from Pearson, the network, the NYCDOE, and other various agencies to enhance instruction using the CCLS.</p>	Special Education and ESL Teachers	Sept., 2014-June 2015	Principal and Assistant principals
<p>Through the inquiry teams (grade teams plus additional cluster and vertical teams) we will use baseline data such as TC Running records,</p>	Special Education	Sept 2014-June 2015.	Teachers of Special Education and ELL

Ready-Gen assessments, student work and on-demand writing to evaluate the inquiry projects' targeted student progress and the impact of strategies we are using. Data collected from TC Running records, pre/post assessments, classwork, homework, and low inference observations will support our instructional strategies for monitoring their effectiveness. This will be accomplished during teacher planning periods, common preparation periods, and Monday afternoon PDs to monitor and revise alignment of standards to the curriculum. There will also be Saturday ELL Academy and After-School Test Preparation to support the students.	and ELL students	Running Records Oct., Jan, and May.	students
Use of instructional strategies such as guided reading, UDL strategies, and multiple Entry Points to support the subgroups in the CCLS ELA Curricula, including a new phonics program to improve reading results.  Creation of a Vertical Team, meeting 14 Fridays across the year, working to align writing rubrics across all grades.  Creation of an ELL Newcomer Kit Design Team meeting Tuesday afternoons to support students new to the country and to teach teachers strategies to support these students.	Teachers	Sept. 2014- June 2015	Principal, Assistant principals, and Special Education & ESL teachers
Parents will be informed through PTA meetings and workshops of the schools' plans to improve literacy proficiencies for the CCS ELA exams in grades 3, 4, and 5. They will play a supporting role through parent contact on Tuesday afternoons and during the several scheduled conferences throughout the school year. The importance of their increased involvement in their child's class and homework each night.	Parents	Sept 2014- June 2015	Teachers and principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Substitutes for Teachers - per diem Teachers to turnkey workshop information New Phonic Program Museum partnership

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	x	Title I Basic		Title IIA	X	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Substitutes for Teachers to attend PD, Scheduling, Professional development Opportunities. Title III funds for Saturday program, 12 teachers (and 1 admin) (and one school aide) X 18 days x 4 hours. TL funds for Saturday program, 3 teachers x 9 days x 4 hours (Grades K-2) (May and June) TL funds for Saturday program, 3 teachers x 9 days x 4 hours (Grades 3-5) (January – March) TL funds for Newcomer Committee, 5 teachers x 12 weeks x .5 hour TL funds for Vertical Team, 12 teachers x 12 weeks x 1 hour									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Teachers will collect, analyze and share Running Record Data with students and families on

- Oct, 31, 2014
- Jan. 31, 2015
- May 31, 2015.

Grades 3, 4, and 5 will take a mock ELA exam to assess growth towards ELA performance.

By January 31, more than 60% of students will be on or above grade level in reading.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the data from the most recent state test scores our students performed at a level where only 35% of our students in grades 3, 4, and 5 passed the NYS CC Math Exam. We have identified a root cause of only moderate gains in math over the last 2 years as a need to increase stamina in math so that students may demonstrating the solving of multi-step problems. Concurrently, a teacher survey in September 2014 indicates that teachers would like support in differentiation of instruction and we believe that by supporting best practices in instruction as well as best practices in discipline and culture across classes and the school at large.

### Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, administration and teachers will embed strategies to increase student engagement such that rigorous math tasks embedded in well-crafted instruction aligned to the Common Core Learning Standards will result in a 5 point increase in the Math scores on the NYS math Exams.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
Teach critical thinking and problem solving skills to our students via Go-Math program, manipulatives, and Saturday Academy, and After-School Test preparation and Club Programs. 10 teachers will have been trained in Visual Thinking Strategies, and all teachers will participate in workshops to increase questioning and discussion techniques across classrooms to improve student engagement in classrooms. Further, the RTI team will focus time and support for the kindergarten, first and second graders to teach strong study and academic habits and skills to our youngest students in order to create a solid foundation of skills and study habits. After school and Saturday programs will support struggling students as well. The CARES initiative	All Students	Sept. 2014- June 2015	Teachers

will highlight students who make the right choices.			
Collaborative planning and data inquiry teams of teachers to look at student work, plan across the grade, and form curriculum maps to ensure lessons from GoMath reflect omitted CCLS and are aligned to the Danielson Framework for teaching components on higher-order thinking.	Teachers	Sept. 2014- June 2015	Teachers & Administration
Multiple teams (5 <sup>th</sup> grade senior team; Student Government; Culture Team; Safety Team; Vertical Team; Inquiry Teams) with admin, teacher, and student membership will collaborate to improve the culture of the school and to unify student management practices as aligned to the NYC Discipline Code, while concurrently improving students' academic behaviors to improve student engagement (including improving overall attendance).	Teachers	Sept. 2014- June 2015	Administration
Parent workshops will be provided on Curriculum nights and on most Tuesday afternoons to promote student engagement, math and ELA achievement, attendance, home/school communication, ELLs support, support for emergent literacy for younger, incoming siblings.	Parents	Sept. 2014- June 2015	Teachers & Administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development, Parent Involvement, materials for the CARES wall and for parent presentations.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Substitutes for Teachers to attend PD, Scheduling, Professional development Opportunities.  
 Title III funds for Saturday program, 12 teachers (and 1 admin) (and one school aide) X 18 days x 4 hours.  
 TL funds for Saturday program, 3 teachers x 9 days x 4 hours (Grades K-2) (May and June)  
 TL funds for Saturday program, 3 teachers x 9 days x 4 hours (Grades 3-5) (January – March)  
 TL funds for Newcomer Committee, 5 teachers x 12 weeks x .5 hour  
 TL funds for Vertical Team, 12 teachers x 12 weeks x 1 hour  
 Student incentives are provided though funding from the School Fund for improving attendance and behavior and to implement the CARES program.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By the end of February students will take a Mock Math exam to measure progress.  
 Students will demonstrate improvement such that more than 40% of all students are achieving at or above grade level.

#### **Part 6b. Complete in February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the MOTP ratings of last year and the observations of this current school-year, teachers are struggling with improving their teaching practices in questioning and discussion techniques as well as using data to differentiate instruction.

In prior years, teachers met on Wednesday afternoons, and this year time is set aside for common planning time.

#### Strengths

- Teachers meet once a week in common planning time.
- Teachers created a school wide inquiry cycle for studying student work together.
- Teachers meet on their own and with support from administration.
- Teachers invite each other into classrooms to observe best practices.

#### Needs

- There are 11 untenured teachers on staff.
- According to an analysis of student performance of ELA and math written responses, more than 50% of students struggle in writing and specifically, more than 70% of students struggle with writing from sources.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will be provided on-going, job-embedded professional development on higher-level thinking and classroom differentiation practices in order to achieve an MOTP rating of either effective or highly effective measured by the specific components of the Danielson’s Framework for Teaching.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Classroom teachers will participate in at least one outside PD session and then “turn-key” to their own grade.	All teachers	Sept 2014- May 2015	Assistant Principals
Presentations at PTA meetings to discuss current curriculum topics. This is in addition to what is being sent out in the monthly newsletter.	PTA meeting attendees	Oct 2014  May 2014	H. Benson, Principal and G De Paola, Annex site Supervisor
Ongoing Inter-Class and Inter-School visitation will be conducted to provide teachers with support and coaching in the areas of instructional best practices, lesson structure and student engagement. Teachers will receive reflective comments and feedback from Administration and peers to collaborate how to implement the strategies they are learning in professional development trainings.	Teachers	Sept. 2014- June 2015	School Administration
Collaborative Team Inquiry will engage in analyzing student work and reflecting on instructional practices along with weekly in-house professional development provided during common preparation periods and weekly on Monday afternoons Data Inquiry and Professional development time.	Classroom teachers	Sept. 2014- June 2015	School Administration and PD Committee

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

100 per diem days: Funds allocated to pay for Substitute teachers when teachers attend PD.  
Resources will support 15 committees of teachers, administrators and students.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By Feb 1, 2015:

- At least 40 teachers will have attended a PD outside of the school, and have reported back to their colleagues.
- At least two classroom observations and one class inter-visitiation will be completed with improvement in teacher evaluations and classroom instruction

**Part 6b.** Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

N/A

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Needs:

- In 2013-14, the only 17% of teachers participated in one of the school based committees. In a survey of teachers in September, “trust and honesty” was one of the top three (of 11) goals that teachers wanted to focus on school wide.
- Through distributive leadership and inclusion of teachers on committees, and by increasing opportunities for teachers to have a voice in making decisions across the school, a collaborative culture will increase administrative, teacher, and student performance.

Strengths:

- New leadership is working to create a culture of teacher leaders as well as student leaders.
- Student government includes voices of students in school wide planning.
- Parents are included on SLT and other committees.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% teachers will have an active voice in on-going, school-wide decision making processes via membership in at least one school based committee.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
The following committees will continue with increased teacher participation: Vertical Team Attendance Team	All Teachers	September - June	Administration

School Leadership Team SIT/RTI Team Parent Teacher Association			
The following teacher teams will be created in order to allow for increased participation in a variety of decision making processes: <ul style="list-style-type: none"> <li>• Hiring Committee</li> <li>• BRT</li> <li>• Vertical Team - representatives from all grades, and including new and veteran teachers</li> <li>• Green Team– Parents are invited and will be included in the planning and fundraising of the Food to table program</li> <li>• First Fridays Committee – for support of new and untenured teachers and for teachers that are new to the school</li> <li>• Fifth Grade Senior Activities Committee</li> <li>• Testing Committee – instead of one testing coordinator, we will have a committee of 9 team members to ensure seamless testing procedures across the year.</li> <li>• ESL Newcomer Committee will create and publish a protocol for registering and welcoming students new to the country, including the creation of a “newcomer kit” to ensure that students new to the school and new to NYC and new to America are able to feel welcome in any classroom in the school</li> <li>• Discipline Committee will become the Culture Committee</li> <li>• Professional Development Committee, with representation from every grade and paraprofessionals will meet monthly</li> <li>• UFT Consultation Committee will meet every other week</li> </ul>	All Teachers	September - June	Administration
na	na	na	na
na	na	na	na

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per session required for Vertical team (12 team members x 9 sessions x 1 hour per session.)
- Per session required for PD Committee (10 team members x 4 sessions x 1 hour per session.)
- PD Committee Retreat, December 4, 2014 – per diem x 10 teachers, per diem x 1 paraprofessional)
- Green team, grants through Target Corp
- Per session required for Vertical team (6 team members x 8 sessions x .5 hour per session.)
- 

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

December 4, 2014, PD committee retreat to look at CEP benchmarks, QR planning and to complete the PD plan for the rest of the year.

February 26 retreat in school to revisit CEP and Instructional Focus planning to gather survey data and assess the number of teachers who believe they have a voice in decision making school wide.

June 4 retreat in school to revisit CEP and Instructional Focus planning to gather survey data and assess the number of teachers who believe they have a voice in decision making school wide.

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs:

- Based on our Learning Environment parent survey only 86% of our parents feel that the school offers a wide enough variety of courses, extra-curricular activities, and services.
- Many parents come into school daily to seek after-school programs in which to enroll their children.

Strengths:

- SLT includes parents who share decision making with the school.
- PTA meetings often draw more than 50 families per meeting.
- Family worker teaches English to 35+ parents Monday through Thursday mornings.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase parent involvement through the education of neighborhood history and resources through collaboration with the Queens Museum to provide ELL students and their parents opportunities for after-school programs in photographic journalism for a cumulating exhibit displayed at the museum in May 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Selection of approximately 20-25 ELL students to participate in the after-school program	ELL Students	Dec. 2014- Jan. 2015	Principal & Asst. Principal (Dr. J. Chatterton)
Collaboration with the Queens Museum to design a program with a visiting artist to teach the classes. 11 classes across the first grade will	Queens Museum	Nov. 2014- June 2015	Principal & Asst. Principal (Dr. J.

participate in a project to apply Tiffany stained glass forms and subjects in an art project to beautify the cafeteria.	Staff		Chatterton)
Hiring and training of a teacher for a per session activity to support the students in the program and to extend/offer the program to be held at the school next school year. Also to write about the activities of the program in the school monthly newspaper sent to parents.	I Teacher	Jan. 2015- June 2015	Principal & Asst. Principal (dr. Chatterton)
Obtaining opportunities for parents to assist with museum visitations. Have workshops on Tuesdays for parents that have their students involved in the programs. Parents of participants will be offered lessons in the care and use of the cameras.	Parents	Jan. 2015- June 2015	Queens Museum Staff & Principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Cameras and Film, Building permits, Security for School Building
- Materials for presentations to families

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Funding and materials provided via the Queens Museum.
- Funding for an in school teaching artist 1Xweek.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

The program will start in January. We will work with the Museum staff every few weeks to monitor the progress of the students and the amount of parent participation in the program.

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

There was a delay in beginning the program, but we are set to begin in March. Baseline and endline data are planned to assess students’ digital literacy.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Grades 4 & 5-score of 1 on State Test Grades K-3-Level 2 or below on TC Running Records	Programs such as: Starfall, My-On, Award Reading, Great Leaps, Voyager Passport, Guided reading , Ready-Gen	Small Group & One to one instruction	During school day, after-school, in class, and Saturday Academy
<b>Mathematics</b>	Grades 4 & 5-score of 1 on state test Grades K-3-as needed by teacher recommendation	Programs such as: Go-Math, and other web-based programs	Small Group Instruction	During school day, flexible grouping, after-school, and Saturday Academy
<b>Science</b>	As Needed-all grades	Blast-Off science and Curriculum associates Programs	Small Group Instruction	During school day-flexible grouping
<b>Social Studies</b>	As needed –all grades	Herff-Jones, Blast-Off Social Studies, Curriculum Associates Programs	Small Group Instruction	During school day-Flexible grouping
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Observation by teacher, Guidance Counselor, school psychologist or parent request	Parent workshops, Low-Inference class observations, speech, counseling, SETTS,OT, PT	Small Group and one to one instruction	During the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.
PS 14 will participate in citywide job fairs, check new teacher postings and interview ATRs. We will tap resources at our partner colleges. PD is designed to ensure that all teachers are supported and feel connected to the school community. New teachers participate in "First Fridays" which are meetings designed to assist them in navigating the road to tenure and to find success in the first years of teaching.

**2b. 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).
PS 14Q provides a strong PD program for all teachers and paraprofessionals. PDs are provided by master teachers, assistant principals, and teachers who turnkey off site professional development workshops that they have attended outside of the school. The faculty also attend lunch and learns and Grade Common Planning periods weekly. PDs are geared toward areas of need as identified by staff and administration.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).
N/A

**Part 4: SWP Schools Only**

**4a. 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.).
PS 14 partners with pre- schools whos students articulate to PS 14. Parents and children visit the school to tour classrooms and to learn about the curriculum. All materials are published in English and Spanish, and many are ublished in Chinese as well. Our pupil accounting secretary is in contact with pre-school offices so that we can ensure seamless transition of records, including Turning 5s.

**4b. 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.
There are many effectively functioning committees with representation across the grades. These committees lend voices to teachers in the school, including: <ul style="list-style-type: none"> <li>the MOSL Committee to design assessments</li> <li>the vertical team, to align curriculum across grades as well as to the CCLS, including rubrics</li> <li>the Professional Development Team to design Inquiry team support, assessment and data analysis support, and mini-workshops for teachers across myriad topics and taught by teachers for teachers</li> </ul>

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$833,289	x	9, 12
Title I School Improvement 1003(a)	Federal	\$0	na	
Title I Priority and Focus School Improvement Funds	Federal	\$0	Na	
Title II, Part A	Federal	\$318,149	X	12
Title III, Part A	Federal	\$555,860	X	9, 12, 20

Title III, Immigrant	Federal	\$0	Na	
Tax Levy (FSF)	Local	\$8,205,487	X	9, 12, 15, 17, 20

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school, PS 14, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. PS 14 will support parents and families of Title I students by:

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

The 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. The 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 the 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-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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC)**

PS 14Q, the Fairview 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;

Conducting a September “Meet The Staff” night to discuss the general expectations for the year.

convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

supporting parental involvement activities as requested by parents;

ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age **and motivate my child to eat the nutritious school breakfast;**

check and assist my child in completing homework tasks, when necessary;

**encourage and support my child’s involvement in the monthly “School Spirit Days”**

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

encourage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child’s school **and class trips** or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child’s education;

communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;

try to resolve disagreements or conflicts peacefully;

always try my best to learn.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 180
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 12  
# of certified ESL/Bilingual teachers: 10  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Saturday Academy will address instruction in early English language acquisition, ELA and Math skills development in grades 3, 4 and 5, and language enrichment for 1st and 2nd grade students. Direct instruction will focus on Math skills and test taking strategies for Beginner ELLs and additional Math strategy support for Intermediate and Advanced ELLs. Direct instruction will also focus on reading skills with added emphasis on vocabulary building and academic speaking prompts. The Saturday Academy will focus on skills needed for advance achievement on the state Math, ELA and NYSESLAT tests, as well as classroom student support for second grade to fifth grade ELL students.

The ELL Program will start in January, for 18 Saturdays and conclude in June. There will be 18 classes , each Saturday session, 8:30AM to 11:30AM, will be taught by a certified ESL teacher who will co-teach with any non certified ESL teacher if necessary. ESL teacher will co-teach with non ESL teacher. The ESL teacher will teach Reading and vocabulary using ESL strategies and non ESL teacher will teach the Math portion of the Saturday Academy.

There will be a total of 12 teachers, a supervisor for Saturday Academy, a school aide and a paraprofessional if needed. The three hour class will include Vocabulary enrichment, Common Core Learning, Reading enrichment and Math enrichment. Materials will be Math and ELA enrichment materials appropriate to the grade using ESL methodologies. Teachers will also differentiate instruction using computer based programs as a means of addressing student needs. Materials for this program will consist of NYSESLAT practice booklets from Attanasio publishing, Common Core Math Practice Booklets and Imagine Learning on-line ESL instruction. The materials will give the students additional instruction in two critical areas the data indicates these students need extra attention; writing and close reading.

**Part C: Professional Development**

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

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

**Part C: Professional Development**

Begin description here: Title III Professional Development Program will focus on providing teachers in the ELL Academy with additional supports to meet the needs of their students. P/D's will be offered covering the following topics:

- the writing process and the ELL students
- Math instruction using ELL strategies
- Test taking strategies for ELLs including how students should navigate translated test and using word to word glossaries during the test.

First P/D's will be given by staff ESL teachers and Assistant Principal, Mr. Gerard DePaola, on January 10, 2015, the week before classes start. Additional P/D dates for Saturday Academy will be once a month for an additional hour after Saturday Academy on February 28, March 21, April 11, May 16 and June 6, 2015.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parent engagement activities will enable parents/guardians to learn more about their children's curriculum, learning environment and schoolwide activities. During the 2014-2015 school year, we will hold out-reach workshops for parents (with Parent Coordinator, Cristina Cruz, 3 X month), English classes for parents ( and counseling partnerships with parents. Parents can choose from a beginner English class, emphasizing survival communication and basic reading, or an advanced class which includes reading, advanced vocabulary, idioms and writing. Classes meet four times a week and are well attended by parents of our ELL population. Parents are sent flyers in multiple languages about the classes and posters are put up in the main lobby and outside in the public announcement boards in the school garden. Parents of hispanic ELLs will have translation by a Spanish speaking teacher, and paraprofessional or school aide during meetings. Parents who speak lower incidence languages will have flyers, and directions translated by computer or the translation unit over the telephone. Parent English classes are taught by Loretta D'Amato 4 times per week and will begin November 17, 2014, and continue into June.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>24</b>	Borough <b>Queens</b>	School Number <b>014</b>
School Name <b>The Fairview</b>		

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1687</b>	Total number of ELLs	<b>474</b>	ELLs as share of total student population (%)	<b>28.10%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	123	2	33	14	0	11				137
Dual Language										0
ESL	259	0	12	76	0	10	2	0	1	337

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>382</b>	<b>2</b>	<b>45</b>	<b>90</b>	<b>0</b>	<b>21</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>474</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	9	7	14	14	14								62
Intermediate(I)	25	35	31	30	29	12								162
Advanced (A)	44	18	38	37	36	55								228
Total	<b>73</b>	<b>62</b>	<b>76</b>	<b>81</b>	<b>79</b>	<b>81</b>	<b>0</b>	<b>452</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	59	14	5	0	78
4	56	13	1	0	70
5	60	18	3	0	81
6					0
7					0
8					0
NYSAA Bilingual (SWD)				3	3

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9	2	20	3	37	3	7		81
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	32	13	6	13				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 Paste response to questions here: ELLs early literacy skills are assessed through various tools - A Ready Gen Assessment enables teachers to get a clear, useful picture of a student's early learning skills. A Fountas and Pinnell Running Records Assessment is also included. This gives teachers data regarding guided reading levels for instruction, independent reading levels for stamina and specific

skills data in order to differentiate instruction and group work.

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

7. For dual language programs, answer the following:

- 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?

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

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

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

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

Any parent who chooses a program we do not have at this school is given the opportunity to choose another school in the DOE system that has their chosen program or informed that if more than 15 parents in two consecutive grades choose the program, then the school will initiate the program. Parents will be notified by mail and phone to have their students placed in their chosen program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

sent, then parent is called and a phone choice can be made if parent cannot come in person. The default to parent choice is placement in a TBE if available in the first language.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

Paste response to question here: All ELLs in our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades take the ELL Interim Assessments. The data is used to drive

instruction and plan for intervention. ELLs in K-5 are evaluated informally daily by their use of academic vocabulary and writing examples.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

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

### Courses Taught in Languages Other than English

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

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


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

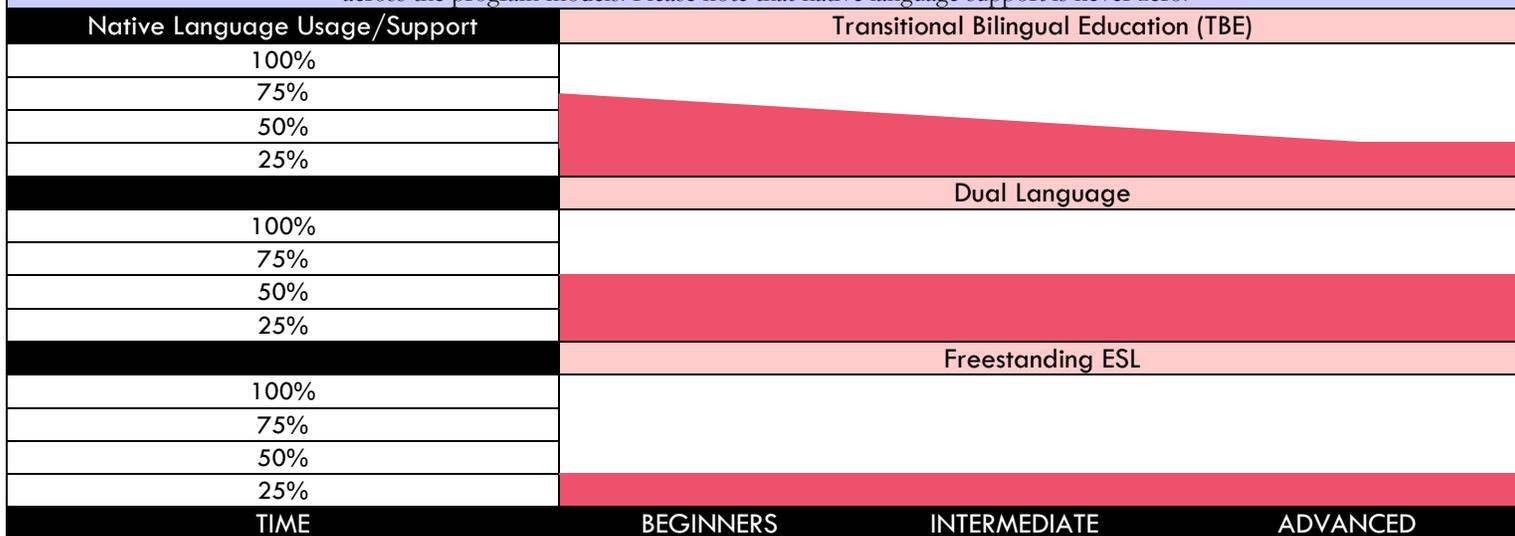
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

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

Paste response to questions here: N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

DBN: **24Q014** School Name: **The Faiview School**

Cluster: **4** Network: **401**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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