

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

DBN: (i.e. 01M001): 25Q214
School Name: THE CADWALLADER COLDEN
Principal: DENISE FUCCILLO

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 25Q214
School Type: _____ Grades Served: Pre-K-5
School Address: 31-15 140th Street; Flushing, NY 11354
Phone Number: 718-461-4055 Fax: 718-460-6841
School Contact Person: Denise Fuccillo Email Address: DFuccil@schools.nyc.gov
Principal: Denise Fuccillo
UFT Chapter Leader: Cheryl Spector
Parents' Association President: Lakeisha Watford
SLT Chairperson: Cheryl Spector
Student Representative(s): n/a

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing, New York 11354
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: (718) 281-7605 Fax: (718) 281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

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:

- 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*.
- 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.**
- 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) |
|------------------|---|-------------------------|
| Denise Fuccillo | *Principal or Designee | |
| Cheryl Spector | *UFT Chapter Leader or Designee | |
| Lakeisha Watford | *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 | |
| Kristina Nicosia | Member/ UFT | |
| Mindy Diamond | Member/UFT | |
| Nikki Nikoloulis | Member/ UFT | |
| Sara Galindez | Member/ Parent | |
| Kelly Mena | Member/ Parent | |
| Gail Rossman | Member/ Parent | |
| Shenita Rolling | 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.

| The Six Elements of the Capacity Framework | |
|---|--|
| <ul style="list-style-type: none"> 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. | |
| <ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. | |
| <ul style="list-style-type: none"> 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. | |
| <ul style="list-style-type: none"> 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. | |
| <ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. | |
| <ul style="list-style-type: none"> Trust: 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 | |

administrators value each other.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Cadwallader Colden School, P.S. 214Q, is located in Flushing, Queens. We are a Title I PreK-5 school serving approximately 533 students from culturally diverse backgrounds. We are a collaborative school dedicated to achieving high standards of academic excellence for all of our students. Our mission is to promote a community of students, families, staff and administrators who will nurture the changing intellectual, social and emotional needs of our students and direct their abilities towards the achievement of exemplary performance, enabling them to become responsible, respectful and productive citizens. Toward this end, we will maintain high expectations for our students and develop programs which foster critical thinking, high level problem solving skills and the ability to adapt to our ever-changing global society. Our mantra is to never give up, encourage others and always do your best. P.S. 214 maintains high expectations for our staff and strongly encourages parent involvement in school activities.

Our school’s instructional focus for this year is To ensure that all students are actively and intellectually engaged through improved questioning techniques and meaningful class discussions. This will be evidenced by students’ written responses, student self-assessment practices, teacher feedback and observations.

Instructional initiatives in literacy include our continued implementation of the Balanced Literacy Approach for reading and writing. This includes the ReadyGen Program which contains Read Alouds, Independent, Paired, Shared and Guided Reading, Interactive Writing, Word Study, conferences and small group work. Our Literacy Staff Developer provides professional development in a variety of ways which includes push-in, modeling and mentoring, as well as supporting teachers during professional development sessions. For Math our school follows the Go Math! Program which focuses on authentic and inquiry based instruction in addition to supplementing with Soar to Success, Exemplars and other problem-solving strategy programs.

Technology is infused into all the curriculum areas through the use of classroom desktop computers, 3 mobile laptop carts, individual classroom laptops, individual teacher IPADS and Interactive White Boards. In addition, our state-of-the-art computer lab is utilized by PreK- grade 5 classes at least once a week. Our science cluster teacher gives students opportunities to model scientists’ methods of investigation through a “hands-on” workshop model and inquiry based approach that incorporates scientific thinking processes in the science lab which is visited by all students once a week. All students receive music instruction once a week in addition to opportunities to participate in assembly programs that include music, dance and theater. In addition, our fulltime visual arts teacher provides in-depth instruction in a studio environment.

In March 2014 our school was rated Proficient on our Quality Review. The areas of strengths noted were: School leaders and staff are making informed curricula decisions beyond core choices and infusing key standards and the instructional shifts to build coherence impacting student learning outcomes and work products. (1.1); The principal’s thoughtful use of staff and student time supports instructional goals and meets the learning needs of all students. (1.3); Across all classrooms, teachers and students use assessments, rubrics and checklists aligned to the curricula that provide feedback regarding student achievement and instructional choices. (2.2); and The principal and faculty use a wide range of data to build clear instructional goals aligned with benchmark phases that target the learning needs of students and staff and the implementation of the common core standards. (3.1). The areas to improve upon were: Improve the consistency of teaching strategies and instructional decision making to provide purposeful entry points that offer appropriate support and challenge to maximize student engagement and ownership of learning. (1.2); and Build upon feedback strategies to ensure next steps are supported by aligned professional development to further a culture of professional growth and teacher reflection. (4.1)

Based on an in-depth analysis of the School Quality Guide and data files, there was a .4% increase in the percentage of students reaching proficiency on the ELA exam when compared to the peer range. In 2012-13, the data indicated 39.5% of the peer range while in 2013-14, the data indicates 39.9% of the range.

Additionally, there was a 7.8% increase in the percentage of students reaching proficiency on the state math exam. In 2012-13, the data indicated 47.9% of students reaching proficiency while in 2013-14, the data indicates 55.7%.

However, in 2013-14, the median adjusted growth percentile for the schools lowest third on the state ELA exam decreased. In 2012-13, the data indicated 90.2% of the range while in 2013-14, the data indicates a 31.4%.

An additional decrease can also be seen in ELA early grade progress. In 2012-13, the average early grade progress points earned for the ELA exam was 2.05 while in 2013-14, the average early grade progress points earned was 1.84.

At P.S. 214 we recognize the importance of families and other community members in the academic and social success of all our children. Through the dedicated efforts of our Parent Coordinator and Staff Developer, we provide many well attended parent workshops that focus on strengthening academic support in the home and increase parent awareness and participation in school events and activities. Translators are provided. Our school website is a valuable resource for parents to access with every staff member having their own page. Information on this page includes upcoming events daily schedule and important links for parents to access. School-home information is translated and communicated regularly through a variety of medium. Our lobby display monitor for all to see as they enter our building is updated regularly by our art teacher. The running display contains important information about upcoming events, celebrations, news and workshops in addition to student created artwork.

We collaborate with the Police Athletic League (PAL), and Queens College. We provide students with opportunities to grow through: After-School Reading & Math Support Programs; Title III After School ESL Program; Our School Chorus, Our Cadwallader Colden After School Theater (CCAST) Program, Garden Club; Science Fair; Basketball Team and Cheerleaders; Peer Mediators; Quill Awards; and our Student-of-the-Month Program.

Staff, parents, students, and community consider P.S. 214Q to be a high achieving, well-rounded school that addresses the needs of the whole child.

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

- 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).
- 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.

A review of our Quality Review, School Quality Guide/Snapshot, NYS Test Results, NYC Performance Tasks, NYC School Survey, ARIS, Advance, NYS School Report Card and school-based assessments (formal and informal), the following findings were noted:

- As per the NYS School Report Card, P.S. 214Q has consistently met our AYP in ELA, Math and Science.
- As per the NYS School Report Card, P.S. 214Q has consistently been rated a “School in Good Standing”.
- P.S. 214Q ranked as a Proficient school based on the Quality Review Report, 2013-2014, with a focused need for improving the consistency of teaching strategies and instructional decision making to provide purposeful entry points that offer appropriate support and challenge to maximize student engagement and ownership of learning.
- Our Quality Review Report indicates strength in student work products and assessment outcomes which are analyzed, compared and aligned to the standards. Modifications are made to units of study to address gaps in student understanding. All curricula maps and supporting resources are held in a drop box account for teachers to reference and many communicated that they use multi grade maps to monitor coherence and to ensure scaffolding and rigorous expectations for each grade level. Curricula design in English language arts includes unit goals, content area academic language, multiple entry points and aligned formative and summative assessments.
- An analysis of our Teacher Level MOTP Detail Report located in Advance indicates an average score for all eligible staff of 2.7 from September through November for component 3b (Using questioning and Discussion Techniques) .
- An analysis of Schoolnet data (our NYC Performance Baseline) assessments indicates a school average points of student performance is 34.8%.

Student achievement in ELA

| ELA | Overall Performance | Average Student Proficiency | Percentage of Lowest Third at 75 th Growth Percentile of Higher | Percentage of ELLs at 75 th Growth Percentile of Higher |
|-----------|---------------------|-----------------------------|--|--|
| 2012-2013 | 39.5% | 2.72 | 67.5% | 59.4% |
| 2013-2014 | 39.9 % | 2.74 | 55.6% | 48.1% |

Student achievement in Math

| Math | Overall Performance | Average Student Proficiency | Percentage of Lowest Third at 75 th Growth Percentile of Higher | Percentage of ELLs at 75 th Growth Percentile of Higher |
|-----------|---------------------|-----------------------------|--|--|
| 2012-2013 | 47.9% | 2.97 | 76.9% | 48.6% |
| 2013-2014 | 55.7% | 3.08 | 44.0% | 31.0% |

Summary:

Our current grade 4 students (last year's grade 3) made the least amount of incremental improvement which indicates the need for additional attention to this sub group as well as to the current 3rd grade and current 2nd grade. Professional learning in all grades has been to focus on strengthen questioning and classroom discussion skills. Teachers have been working on improving differentiation of instruction to meet individual needs to help increase student progress. Staff will also concentrate on identifying students who were in last year's lowest third, SWD's and ELLs in ELA and set up action plans to identify and address their specific needs.

current 2nd grade. Professional learning in all grades will focus

Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 75% of teachers will be measured as effective in 3b: Questioning and Discussion and 3c: Engaging students in instruction using the Danielson Framework for Teaching with classroom observations and Advance to measure their progress.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>Learning Walks- Sharing of best practices- During the Assigned Professional Development time on Mondays, teachers will take turns in sharing of best practices of classroom instruction</p> <ul style="list-style-type: none"> • Collaborating within and across grades • Sharing and highlighting positive techniques emphasizing Questioning, Discussion, and Instruction • Sharing of strategies that will be implemented in own instruction | <p>Pre-K – 5 Teachers, ESL, Clusters</p> | <p>September 2014- June 2015</p> | <p>Administration</p> |
| <p>Continue to adjust ELA <i>ReadyGen</i> Program to facilitate Higher Order Thinking Skills and deep conversations</p> <ul style="list-style-type: none"> • Literacy Staff Developer models how to combine components of <i>ReadyGen</i> lessons to allow for: <ul style="list-style-type: none"> • Multiple Entry Points for ELLs and SWDs | <p>All Teachers</p> | <p>September 2014- June 2015</p> | <p>Administration and Literacy coach</p> |

| | | | |
|---|--------------|---------------------------|-----------------------------------|
| <ul style="list-style-type: none"> • Enrichment • Small Group • Identify opportunities to use technology to increase engaging all students and support ELLs and SWDs • Teachers will modify questions embedded in ReadyGen to increase the complexity of questions and create opportunities for student discussion using DOK • Teachers in Gifted & Talented classes revise curriculum maps to reflect the different needs of their students, including extension activities and opportunities to collaborate with art and technology cluster teachers • Low-performing students in K-2 participate in our LLI program with literacy paraprofessionals. • Lead Math teacher attends professional development through our Network and shares rubrics for student use to increase continuity of expectations in Math and question stems to be used in Math discussion. <i>Exemplars</i>, and other supplemental programs will assist in providing real-world applications/problems for students. • Students will continue to access and utilize IXL and Soar to Success and teachers will assign to students as needed • Additional instruction is provided during, before school and after school to low-performing students in Grades 3 – 5 in ELA & Math as well as ESL students. | | | |
| <p>Scheduled Grade Wide and Content Planning sessions with Literacy Staff Developer will continue to adjust curricula to include differentiation, enrichment, formatives, summative assessments, and rubrics.</p> <ul style="list-style-type: none"> • Creating Curriculum Maps using Backward Design • Creating formative assessments to drive instruction and to remediate and/or enrich needs • Creating CCLS task specific, child friendly, rubrics • In addition, programming a minimum of 2 common preps for each grade to engage in revising or development of learning activities for modules and review of student work • Cluster teachers will support classroom instruction by immersing students in upcoming units to build schema and teaching to students' modalities. • Our Network support staff will continue to work with grade bands in ELA and Math as we deepen our understanding, best practices and pedagogy in respective content areas. | All Teachers | September 2014- June 2015 | Administration and Literacy Coach |
| <p>Throughout school year administration and various staff members will collaborate with parents</p> <ul style="list-style-type: none"> • By holding informational workshops/Parent Orientations • Parent Workshops topics: <ul style="list-style-type: none"> ○ Literacy curriculum and assessments ○ Technology ○ Science ○ ESL strategies ○ Arts Workshops • Tuesday Parent Engagement time is used for: <ul style="list-style-type: none"> ○ Classroom teachers meet 1:1 with parents | Parents | September 2014- June 2015 | Administration and Lead teachers |

| | | | |
|--|--------------|----------------------------------|-----------------------------------|
| <ul style="list-style-type: none"> ○ Classroom teacher phone conferences ○ Informal, individual or small groups informational session based on parents request ● On the annual Science Fair which celebrates exemplary science experiments conducted and presented by students. ● Translators are provided during every Parent Teacher Conference session to ensure that parents are able to communicate with their child's teacher effectively. | | | |
| <p>Learning Walks- Sharing of best practices will encourage staff members to learn from each other thus building trust among each other and impacting the ability to</p> <ul style="list-style-type: none"> ● Collaborate within and across grades ● Improve pedagogy by implemented best practices into their own instruction. | All Teachers | September 2014 through June 2015 | Administration and Literacy Coach |

Part 4 – Resources Needed

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

- Common preparation time is provided to teacher teams weekly,
- Our literacy coach facilitates unit planning for ReadyGen including the implementation of assessments,
- Our data specialist and administration analyze school wide data
- Per-session and per diem to support additional planning time and intervisitations.
- The Danielson Framework for Teaching and Advance will be used to measure progress of teachers
- OTPS to support after-school programs and workshops.

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 | X | Title IIA | X | Title III | | Grants |
|---|-----------------|---|----------------------|---|------------------|---|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

By February 2015 there will be a 5% in teachers measuring effective or highly effective in 3b and 3c in Danielson from Advance MOTP.

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

| | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> ● Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> ● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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

- 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).
- 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.

A review of our Quality Review, NYC School Survey, Advance, Teacher surveys (via IPCs), our Instructional Focus and our 2013-2014 Professional Development Plan indicate a need for:

- additional time to support professional learning
- professional learning to be focused on improving questioning/discussion techniques (3b in Danielson Framework for Teaching) and engaging students in learning (3c in Danielson Framework for Teaching)
- As per our Quality Review, there are inconsistencies in the way teachers provide multiple entry points to all students particularly English language learners and special education students which prevents them from fully engaging in classroom activities and discussions and their ability to produce meaningful work products.
- Our Quality Review also indicates that feedback from observations is not tactically used to inform and design more rigorous professional development to meet the individual needs of teachers or weaknesses in the areas of school wide focus. As a result, it is not yet clear how teacher development is impacting the quality of student work products.
- An analysis of our Teacher Level MOTP Detail Report located in Advance indicates an average score for all eligible staff of 2.7 from September through November for component 3b (Using questioning and Discussion Techniques) .

Our Quality Review indicates strength in teacher collaboration with the school schedule allowing time for the staff to work in a variety of configurations and disciplines. Regularly scheduled meetings engage staff members in weekly teacher inquiry team meetings, professional development and common planning time. During common planning and inquiry time, teams are looking at student work, examining student data and developing various effective strategies to support students.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 a professional development plan will be executed reflecting a minimum of 45 hours per teacher and will focus on best practices in 3b: Questioning and Discussion and 3c: Engaging students in instruction in the Danielson Framework for Teaching leading to deeper understanding of instruction and implementing contextual classroom conversations as measured by classroom observations and Advance.

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: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under- | | | |

| | | | |
|---|--------------|---------------------------|---|
| <p>credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust | | | |
| <p>A yearlong Professional Learning Plan was collaboratively created by the administration and the Professional Learning Committee to familiarize all staff members of the DOE Expectations for the 2014-2015 school year and inform them of the PS 214 protocols, expectations, and changes to curriculums and instruction.</p> <ul style="list-style-type: none"> Continue to adjust ELA ReadyGen Program to facilitate High Order Thinking to allow for: <ul style="list-style-type: none"> Multiply Entry Points for ELLs, and SWDs, and enrichment for our G & T students High levels of student participation in whole class discussion High Order Thinking questions formulated by both students and teacher Adjust pacing of the lesson to allow for students' reflection Assignment of differentiated, aligned Learning Tasks that require high-level students' thinking | All Staff | September 2014- June 2015 | Administration and PD Team |
| <p>Establishing a culture for learning that improves teacher pedagogy through school wide learning walks. As a means to share best teaching practices, purposeful environments, and learn from each other, staff will take turns hosting and demonstrating components of balanced literacy. In turn, observers will give constructive feedback to colleagues.</p> <ul style="list-style-type: none"> Staff will be divided into 3 groups to allow for more targeted teaching examples and sharing of materials Participants at each session will follow a pre-set, specific protocol decided upon collaboratively by the Professional Development Committee Each participant will be guided to look and listen for effective and highly effective practices of 3b and 3c At the end of the session, each participant will share at least one effective practice of 3b and 3c and one practice they plan to implement in their own instruction | All Teachers | September 2014- June 2015 | Administration and PD Team |
| <p>Teachers will keep parents involved of students' learning by posting current unit of work on school website</p> <ul style="list-style-type: none"> Teacher update own webpage on a monthly basis to inform parents of current work, homework, and/or projects in order for them to be aware and supportive of their own childrens' learning Tuesday Parent Engagement time is used for: <ul style="list-style-type: none"> Classroom teachers meet 1:1 with parents Classroom teacher phone conferences Informal, individual or small groups informational session based on parents request | All Teachers | September 2014- June 2015 | Teachers, Administration and Parent coordinator |
| <p>Teachers will provide our ELLs and SWDs with multiple entry points by:</p> <ul style="list-style-type: none"> Incorporating technology across the day and lessons to allow more entry points for different learning styles of all students | All Teachers | September 2014- June 2015 | Administration |

| | | | |
|---|---------------------------------|---------------------------|----------------|
| <ul style="list-style-type: none"> Conducting small group instruction based on daily informal data and on formative and summative data | | | |
| <p>The Administration will create a Professional Learning Team who will:</p> <ul style="list-style-type: none"> Work together to provide meaningful professional learning activities for all staff Survey the staff on the needs and requests for professional learning. The team will collaborate to satisfy said requests | All Teachers and Administration | September 2014- June 2015 | Administration |

Part 4 – Resources Needed

| |
|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| <ul style="list-style-type: none"> Weekly Professional Development sessions Our administration and literacy coach will facilitate Professional Learning Walks and track feedback from staff Our data specialist and administration analyze Advance data Common preparation time is provided to teacher teams weekly, Our data specialist and administration analyze school wide data Per-session and per diem to support additional planning time and intervisitations. The Danielson Framework for Teaching and Advance will be used to measure progress of teachers OTPS to support after-school programs and workshops. |

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 | X | Title IIA | X | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

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: | | | | |
| <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February 2015 observation data will reflect 50% of teachers incorporating a practice learned during our professional learning walks as noted in the feedback section of observations in Advance. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

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

- 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).
- 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.

A review of our Quality Review, NYC School Survey, Advance, Teacher surveys (via IPCs), our Instructional Focus and our 2013-2014 Professional Development Plan indicate a need for:

- additional time to support professional learning
- professional learning to be focused on improving questioning/discussion techniques (3b in Danielson Framework for Teaching) and engaging students in learning (3c in Danielson Framework for Teaching)
- As per our Quality Review, there are inconsistencies in the way teachers provide multiple entry points to all students particularly English language learners and special education students which prevents them from fully engaging in classroom activities and discussions and their ability to produce meaningful work products.
- Our Quality Review also indicates that feedback from observations is not tactically used to inform and design more rigorous professional development to meet the individual needs of teachers or weaknesses in the areas of school wide focus. As a result, it is not yet clear how teacher development is impacting the quality of student work products.
- An analysis of our Teacher Level MOTP Detail Report located in Advance indicates an average score for all eligible staff of 2.7 from September through November for component 3b (Using questioning and Discussion Techniques).

Our Quality Review indicates strength in teachers collaborating to build a consistent understanding of the curriculum and spend time revising gaps and enhancing assessments based on what they learn from data and through a deep study of the standards. Professional development opportunities aligned to this work supports teachers in their understanding as to how to implement their curricular and assessment work.

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.

Collaborative Teachers: By June 2015 teachers will participate in a minimum of 10 professional learning walks with a focus on 3b and 3c that will inform and improve their instructional practice and ability to provide multiple entry points for struggling learners which will be evidenced by 75% of students’ Performance Based Assessment scores increasing by at least one level in Grades K-5 as measured by our school-wide rubrics from September to June.

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: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students | | | |

| | | | |
|---|---|---------------------------|---|
| <p>with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| <p>Our school uses Pearson’s ReadyGEN for our Literacy Support. Although it is standard based, we have found it lacking in some areas. We use the “UBD” method (understanding by design) to meet unit’s CCLS demands. To meet this goal we create grade, unit, and module specific curriculum maps.</p> <ul style="list-style-type: none"> • Each module map will include: <ul style="list-style-type: none"> • Remediation and enrichment activities (for ELLs, SWDs and our lowest performing third) • Content specific vocabulary that students are expected to use in own writing • Two formative assessments with specific criteria check lists to allow for multiple assessments across the unit of skills required to be successful on summative task. Check lists data facilitate targeting and addressing students’ needs and to adjust instruction across the unit and the grade • One summative assessment task graded using school wide, child friendly, grade, genre, and task specific rubric. Teachers lift language from rubric to give clear feedback and next steps for each student. • All maps will be maintained on Team 214 Dropbox. This allows for access for cluster teachers and teachers in other grades to refer to for school wide continuity • Maps will be modified by teacher teams throughout the year based on current student performance, analysis of last year’s student performance and teacher reflection • Data from ELA assessments will be used to adjust instruction to meet all needs within and across grades • Our staff will continue to follow our Core Set of Beliefs on how students learn best which is posted in every classroom. | All Teachers | September 2014- June 2015 | Administration, Literacy Coach, Teachers |
| <p>As per our Professional Learning Walk protocol, teachers will collaborate in sharing best practices through hosting a Learning Walk Session.</p> <ul style="list-style-type: none"> • Each session highlights a component of balanced literacy such as, differentiation, incorporating ELLs and SWD strategies, enrichment, small group, whole class discussions, incorporating technology, and other. • Each session will end with a collaborative discussion of how lesson goal and students’ needs were met. • Each participant will share out one strategy they will incorporate in own teaching which will improve the quality of instruction and increase continuity of teacher practice | All Teachers, Paraprofessionals Support personnel | September 2014- June 2015 | Administration, Literacy Coach, Lead Teachers |

| | | | |
|---|---|----------------------------------|---|
| <p>Each grade includes an ICT class which allows for flexible programming of special needs students. A lead ICT teacher is attending workshops provided by the network support staff</p> | | | |
| <p>To strengthen the home/school partnership and to keep our parents informed, staff will hold various informative parent workshops.</p> <ul style="list-style-type: none"> • Literacy Staff Developer and Parent Coordinator will hold workshops on : <ul style="list-style-type: none"> ○ The Six Learning Shifts and how parents can support each at home ○ NYC and State Assessments for grades K-2 and 3-5 ○ Overview of ReadyGEN and CCLS. ○ NYS ELA 2015 ○ Homework Help ○ Technology ○ Science ○ ESL • In addition to city-wide report cards, to keep parents abreast of own child performances the school will send home: <ul style="list-style-type: none"> • Individual Interim Reports in January and May which highlight student’s level of performance for core subjects and the benchmark reading levels for P.S. 214 • Parent letters generated by Teacher College AssessmentPro. Letters will include the Independent Reading level of their child, the level they should be reading, and specific examples of how parents can help at home. • Weekly opportunities will be provided to parents to meet with teachers during our parent engagement sessions | <p>Parents Parent Coordinator, Teachers</p> | <p>September 2014- June 2015</p> | <p>Administration, Literacy Coach, Parent Coordinator</p> |
| <p>Classroom teachers and supporting staff will collaborate to ensure growth for all students on summative tasks measured by school-wide rubrics</p> <ul style="list-style-type: none"> • ELL teachers will <ul style="list-style-type: none"> • pre and re-teach content specific vocabulary • support topic by creating schema and building background knowledge • Technology and Visual Art teachers will incorporate at least one skill required by summative task during the length of the module being studied in the teaching of their program | <p>All teachers</p> | <p>September 2014- June 2015</p> | <p>Administration, ESL teachers</p> |
| <p>The Professional Learning Team will actively:</p> <ul style="list-style-type: none"> • Develop purposeful professional learning opportunities • Facilitate learning walks that explain and define strategies implemented in colleagues’ classrooms. • All resource information i.e. curriculum maps, supplemental activities, technology support will continue to be updated on our shared Team214 Dropbox account. | <p>PD Team and all staff members</p> | <p>September 2014- June 2015</p> | <p>Administration</p> |

Part 4 – Resources Needed

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

- Weekly Professional Development
- Our administration and literacy coach will facilitate Professional Learning Walks and track feedback from staff
- Our data specialist and administration analyze Advance data
- The Danielson Framework for Teaching and Advance will be used to measure progress of teacher
- OTPS to support after-school programs and workshops.
- Per-session and per diem to support additional planning time and inter-visitations.
- Common preparation time is provided to teacher teams weekly,
- Our data specialist and administration analyze school wide data

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 | X | Title IIA | X | Title III | | Grants |
|---|----------|---|---------------|---|-----------|---|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

| |
|--|
| |
|--|

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:

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

By February 2015 students’ scores will indicate a 25% increase in score in end of unit summative Performance Based Assessments in the ReadyGen program.

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

| | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

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

- 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).
- 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.

A review of our Quality Review, School Quality Guide/Snapshot, NYS Test Results, NYC Performance Tasks, NYC School Survey, ARIS, Advance, NYS School Report Card and school-based assessments (formal and informal), the following findings were noted for this area:

- In the school survey, 19% of teachers indicated they did not have an understanding of the school’s vision.
- In the school survey, 85% of teachers indicated they felt supported the administration.
- In the school survey, 93% of teachers indicated they felt supported by other teachers.
- In the school survey, 85% of teachers indicated the teachers trusted each other.
- In the school survey, 26% of teachers indicated teachers were not publicly recognized for their accomplishments
- In the school survey, 19% of teachers indicated teachers were not provided with leadership opportunities.
- In the school survey, 21% of parents indicated they would like teaching to be more effective.
- 2014 NYS 3-5 ELA & Math Assessment results indicated different strengths across grades and teachers.

Our Quality Review indicates strength in the use of resources, for example, school wide hiring practices, teacher assignments and class configurations. All are done purposefully to provide optimal learning opportunities for students which aides in targeting both struggling and advanced learners in a small group environment.

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.

Effective School Leadership: By June 2015 75% of teachers will volunteer to participate in professional learning walks sharing best practices and deprivatizing classrooms resulting in a 10% increase in teachers trusting each other and the administration as measured by the 2014-2015 School Survey.

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: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement | | | |

| | | | |
|--|---|-----------------------------------|---|
| <ul style="list-style-type: none"> Activities that address the Capacity Framework element of Trust | | | |
| <p>In order to establish a culture of trust and learning that motivates teachers to participate in professional learning walks and volunteer to host and demonstrate a lesson administrators will continue to:</p> <ul style="list-style-type: none"> Be available to teachers, parents, students, and staff Encourage open communication and create a common understandings about what students should learn, how instruction should be conducted, and how teachers and students should behave with one another Facilitate authentic participation by asking for the input of those affected by decisions <ul style="list-style-type: none"> PD Team which is comprised of both administration and teacher representatives Teacher teams which include all teachers in a specific grade as well as support specialists Celebrate teachers as learners by encouraging experimentation and support risk. <ul style="list-style-type: none"> Give teachers room to try new things and to make mistakes. Support and celebrate innovation and risk taking | <p>Teachers, PD Team, Teacher Teams, Learning Walk groups</p> | <p>September 2014 – June 2015</p> | <p>Administration, Literacy Coach</p> |
| <p>For the purpose of sharing best practices and deprivatizing classrooms administrators will:</p> <ul style="list-style-type: none"> Promote professional learning communities to encourage shared decision making and continuous learning Support collaboration by making time in the schedule for teachers to work together Each grade has a minimum of 2 common preps per week Maintain teacher team created ELA & Math curriculum maps on school wide web-based program Dropbox Provide time for Professional Development with Literacy Staff developer one to one, by grade, or teaching staff based on observed needs Use data from Advance to identify teacher strengths and areas of need which will be used to share best practices and develop teacher practice Create and support meaningful opportunities for teachers to work collaboratively in order to: <ul style="list-style-type: none"> Plan, share work and ideas Plan for effective strategies for meeting the needs of ELLs , SWDs, and Gifted & Talented students | <p>Teachers</p> | <p>September 2014 – June 2015</p> | <p>Administration, Literacy Coach, network literacy support</p> |
| <ul style="list-style-type: none"> To promote the home/school partnership and to engage parents to take part in their children’s’ education they will be invited to attend two end of unit/writing celebration Parent will be invited to attend classroom/cultural celebrations | | <p>September 2014- June 2015</p> | |
| <ul style="list-style-type: none"> Professional Learning Walks will lead to increased teacher participation in the school’s Professional Learning Community. Teachers will have opportunities to become familiar with management and instructional practices being implemented throughout the school and are encouraged to adopt practices to increase school continuity. | | <p>September 2014- June 2015</p> | |

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> Administration participation in learning walks and professional development will increase teacher's willingness to implement new management or instructional strategies. | | | |
| <ul style="list-style-type: none"> The Administration will participate in Supervisory Inquiry, similar to teachers, by regularly examining student work products, observation feedback results and data from Advance. This process will be shared with staff members thus creating a culture of camaraderie between teachers and administrators. | | | |

Part 4 – Resources Needed

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

- Weekly Professional Development
- Our administration and literacy coach will facilitate Professional Learning Walks and track feedback from staff
- Our data specialist and administration analyze Advance data
- The Danielson Framework for Teaching and Advance will be used to measure progress of teacher
- OTPS to support after-school programs and workshops.
- Per-session and per diem to support additional planning time and intervisitations.
- Common preparation time is provided to teacher teams weekly,
- Our data specialist and administration analyze school wide data

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 | X | Title IIA | X | Title III | | Grants |
|---|-----------------|---|----------------------|---|------------------|---|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

By February 2015 50% of teachers will have contributed to our professional learning walks evidenced by *Professional Learning Walks* feedback sheets collected at the end of each session.

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

| | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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

- 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).
- 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.

A review of our 2013 – 2014 school survey and data collected by the Parent Coordinator indicate:

Data from 2013-2014 indicate the following strength:

- The 2013 – 2014 school survey indicated 90% of parents or higher were informed about their child’s progress, received communication in a language they understand, and were kept informed about services for parents and children
- 25 of Parent Workshops held in 2013 – 2014

Data from 2013-14 indicate the following area for growth:

- 46% of students who had parents attend at least one PTA meeting for 2013-14
- 68% of parents completed the 2014 school survey

Data from 2014-2015 school year indicates the following strengths:

- 84% of students had parents attend at least one Parent Teacher Conference from September 2014 until November 2014
- Our school has 3 partnerships with community based organizations- PAL, Little Sweet Angels, Talent and Learning

Data from 2014-2015 school year indicates the following area for growth:

- 47% of students had parents attend at least one Parent Workshop

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.

By June 2015, our home school connection will improve student achievement as measured by a 10% increase on the NYC Performance Tasks in K through Grade 5 from October 2014 to May 2015.

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:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- 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?

| | | | |
|---|---------|-----------------------------|---|
| <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust | | | |
| <p>Our Parent Coordinator coordinates workshops for parents in all subjects. Workshops are presented by the Parent Coordinator, Literacy Staff Developers, Science, Art, and Technology teachers.</p> <ul style="list-style-type: none"> For each workshop we provide translators for the dominant languages in our school (Chinese, Spanish, and Korean) For the literacy and math workshops parents are given instructional materials to use at home with their children. ELA and Math Test workshops are presented in advance so that parents can collaborate with the school to best prepare students. Parents are provided with grade specific material and resources for supporting their children at school and at home <p>Parent workshops specific to parents of ELL students.</p> <ul style="list-style-type: none"> These include but are not limited to orientation in September. Parents are provided information regarding their child's education in their native language, when available, or with a translation stamp | Parents | September 2014 – June 2015 | Parent Coordinator, Content Area Teachers, Literacy Coach, ELL teachers |
| <ul style="list-style-type: none"> Teachers will provide quarterly feedback to students and parents on students' progress and opportunities for support. Teachers will use 30 minutes per week for scheduled in-person parent conferences, conferences by phone, or by providing written updates A school wide web site has been created and will be updated by teachers monthly to include special events and class news. | Parents | September 2014 – June 2015. | Teachers |
| <ul style="list-style-type: none"> We utilize <i>Global Connect</i> and the special announcements feature on the school phone to advertise Workshops for parents Translate and/or place translation stamp on all material sent home to parents Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information. We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day. We provide onsite translators for parent teacher conferences Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean Our school hosts a grade performance for each grade during the school year. Parents and the school community attend to show their support for student performances in the arts. Our school also presents a CCAST musical production each Spring. Parents and students are invited to volunteer in a variety of capacities. Create a communication document between parents and teachers so as to track frequency of communication | Parents | September 2014 – June 2015 | Administration, Parent Coordinator |
| To ensure academic growth for all students, parents, administrators and teachers will work collaboratively to address individual students' | Parents | September 2014 – | Teachers, PPT Team, |

| | | | |
|--|---------|-----------------------------|----------------|
| <p>needs.</p> <ul style="list-style-type: none"> Parents will be notified in person, by phone, or in writing if there is a need of Tier I intervention Parents will be kept informed of progress of intervention. Administrators and members of PPT will support classroom teachers in meeting students' needs. <p>Parent's opinions are also voiced in the school community through School Leadership Team and the Parent Teacher Association.</p> <ul style="list-style-type: none"> The School Leadership Team is a forum for parent representatives to present ideas and concerns to the team. The team works collaboratively to address concerns and implement ideas which will result in increased student performance. The Parent Teacher Association is active in our school and coordinates many activities which engage our students in our school community. They also play an active role in celebrating student success at monthly PTA meetings where awards are distributed for Student of the Month and Quill. | | June 2015 | Administration |
| <p>The administration will work with the PTA to provide opportunities for parents' participation in activities which are more conducive to parents' schedules. These include but are not limited to student performances, award assemblies, family activities at night, education workshops and ELL training for adults.</p> | Parents | September 2014 to June 2015 | Administration |

Part 4 – Resources Needed

| |
|--|
| <p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>OTPS to support meetings, after-school programs and workshops. Funds for Global Connect and SLT Translation funds for parent meetings Per session and per diem for staff members</p> |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|---|----------|---|---------------|---|-----------|---|-----------|--|--------|
| <p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | X | Title IIA | X | Title III | | Grants |
| <p>List below any additional funding sources that will be utilized to support achievement of the goal.</p> | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|--|--|-----|--|----|
| <p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> | | | | |
| <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| <p>By February 2015 there will be a 10% increase in the number of parents attending content area workshops as measured by school level attendance sheets.</p> | | | | |
| <p>Part 6b. Complete in February 2015.</p> | | | | |
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|---|---|--|
| English Language Arts (ELA) | ReadyGen PBA's and unit assessments given by classroom teachers. NYC Performance Tasks, Running Records, Benchmark Assessments. State Exams | LLI, iReady, small group pull out by literacy personnel, At Risk SETSS, Test Prep | Small group, one to one instruction, peer tutoring, extra time on tests, separate locations for assessments | During the day, push in and pull out, before and after school. |
| Mathematics | Informal Assessments given by classroom teachers. Go Math End of Unit tests. State Exams | IXL, Soar to Success, Exemplars, Test Prep | Small group, one to one instruction, peer tutoring, extra time on tests, separate locations for assessments | During the day, push in and pull out, before and afterschool |
| Science | Classroom assessments, Science lab assessments | Reinforce science concepts. Preparation for practical science exam. | Small group, one to one instruction, peer tutoring, extra time on tests, separate locations for assessments | During the school day. |
| Social Studies | Classroom assessments | Literacy instruction incorporating Social Studies Content Area | Whole class, all grades | During the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Classroom Teacher | At risk Counseling, Peer mediation, 1:1 paraprofessional support. | Small group, classroom activities | During the school day. |

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 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 | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|----------|---------------------------------|--|---|--|--------------------|

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.

Only licensed certified teachers will be hired. New applicants must demonstrate excellent command of instructional pedagogy and perform lessons with children as part of an interview process to judge their command of concepts, instructional philosophy, knowledge of strategies and rapport with students. All teachers are required to participate in ongoing professional development training on a regular basis; New Teachers are provided with mentors in accordance with our new teacher Mentoring Plan. Targeted teachers attend CFN workshops and specific training. They then turn key information to the rest of the staff. Our Literacy Staff Developer continues to go for training at Network meetings. Their training will be turn-keyed to our staff during the course of the school year.

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).

An assessment of students’ needs help us shape a rigorous professional development program. Our CFN provides the administration with ongoing professional meetings in designing effective instruction and provides in-house support through evaluative walkthroughs. They also provide additional professional development to staff members at the request of the administration. Other professional development supports include inter and intra visitations, staff turn keying of workshops and conferences attended outside of school. In house staff development is also provided by our Administration and Literacy Staff Developer. Cabinet meetings consisting of the Principal, Assistant Principal, and Literacy Staff Developer are scheduled on a weekly basis to formulate appropriate and meaningful professional development activities based on demonstrated needs and articulation with staff members. The Principal attends monthly Network meetings for PD as well as a District 25 Principal Study Group and other City-wide PD as provided.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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

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.

Our teachers meet regularly during common preps and during professional development time to review unit plans and decide for their grade the summative and formative assessments for ELA and Math. The teachers then utilize this information to plan for future units, provide RTI for students and to identify those who may be at risk and require further intervention. Our school also has a MOSL team who decides the local and state measure required for their end of year ratings.

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 codes¹. 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 consolidated². **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, | Funding Amount: Indicate the amount | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes |
|--------------|-------------------------------|--|---|
|--------------|-------------------------------|--|---|

| | State or Local) | contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | 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 | \$198,712.00 | X | 7-8, 9-12, 13-15, 16-19, 20-22, 23-25 |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | \$84,814.00 | X | 7-8, 9-12, 13-15, 16-19, 20-22, 23-25 |
| Title III, Part A | Federal | \$11,200.00 | X | 7-8, 9-12, 13-15, 16-19, 20-22, 23-25 |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | 2,594,337.00 | X | 7-8, 9-12, 13-15, 16-19, 20-22, 23-25 |

¹Explanation/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:

- 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.
- 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.

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

- **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).

- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

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. **P.S. 214Q The Cadwallader Colden School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **P.S. 214Q The Cadwallader Colden School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

P.S. 214Q The Cadwallader Colden School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



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

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 40 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
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: In addition to our (CR Part 154) ESL program, we provide an After-School Title III ESL program providing supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 40 students participate in the program and are in grades 2-5. The funding for the After-School program is devoted for a total 50 instructional hours (155 hours of per session) for a 17 week program. Classes meet every Wednesday and Thursday from 2:30-4:00 p.m for a total of 3 hours per week. One hour following the Wednesday session is dedicated to professional development each week. The program began on October 22, 2014 and will end on March 26, 2015. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math. These are two areas of ELL need as indicated by 2014 NYSELAT data from the School Quality Guide, NYS test results and teacher review of student work.

The classes are co-taught in English by 3 teachers: 1 licensed ESL Teacher and 2 licensed Common Branch teacher experienced in providing ESL instruction and familiar with program materials. They utilize a Team Teaching approach that brings together ESL strategies, techniques and methodology with a Standards-based Literacy and Math specific curriculum. Chinese and Spanish are the dominant languages of ELLs in our school. However, the program is conducted in English. The students are spilt into two groups based on their English language proficiency (newcomers/beginners, intermediate and advanced). Currently, we do not have any SIFE students enrolled. The ESL certified teacher provides direct instruction to both groups spending 45 minutes with each group of students. The licensed Common Branch teacher works directly with the student and the ESL teacher during the 45 minutes and continues the instruction for the remaining 45 minutes.

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The certified ESL teacher in the Title III program meets for one hour each Wednesday with the two non-certified teachers to discuss ELL strategies, reciprocal training of strategies that the ESL teacher has received from Network professional development. In addition professional development to all staff is provided through grade conferences, faculty conferences and small group and/or 1:1 meetings depending on need. ESL teachers provide professional development for classroom and cluster staff. In-house staff developers provide Title III and classroom teachers with training in correlating the Balanced Literacy and Everyday Math curriculum with ESL strategies and methodology. ESL strategies are also correlated with our science, social studies and art programs through grade and faculty conferences. Five days have been set aside for per diem coverage of classroom teachers and/or other staff responsible for ELL instruction and services to attend conferences, training and/or inter-visitations to better understand and implement effective instructional strategies. This information is then shared with our teaching staff at subsequent meetings. Staff is also provided with professional development books and Internet resource websites. Teachers receive training to utilize technology (i.e. interactive whiteboards, laptops, audio-visual modalities) to enhance ESL instruction. ESL Teachers attend CFN Network Meetings once a month. Classroom teachers in grades K-5 receive professional development from our CFN ESL support staff regarding improving ELL comprehension and vocabulary.

Part D: Parental Engagement Activities

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

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

Begin description here: Our ESL certified teachers coordinate workshops for parents of ELLs. 20% of our Title III funds go towards providing parent workshops. In September, we hold an ESL parent orientation. During this workshop, an overview of the ESL program and NYSITELL testing is explained. Parents view videos explaining the available programs that are offered by New York City Department of Education. In December, we hold a "Supporting ELLs at Home" workshop. During this workshop, we provide various technology resources that parents can use to develop their English language skills. In March, we provide a NYSESLAT overview workshop. During this workshop, an overview of the NYSESLAT exam is given. In June, we hold a "Supporting ELLs through the Summer" workshop. During the workshop, we provide resources available to the students and their parents, such as ESL summer school.

Our Parent Coordinator coordinates workshops for parents in all subject areas including technology, math, science, literacy, social studies and art. We have translators for the dominant languages in our

Part D: Parental Engagement Activities

school (Chinese, Korean and Spanish) at each workshop. In addition, we have parent workshops specific to parents of ELL students. This year we plan to have a minimum of 10 content area workshops for parents

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

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

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

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

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

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

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

We provide opportunities for staff and parents to meet weekly on Tuesday afternoons from 2:20-3:00.

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 2 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 439 | Total number of ELLs | 78 | ELLs as share of total student population (%) | 17.77% |
|--|------------|----------------------|-----------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 71 | 0 | 4 | 7 | 0 | 4 | 0 | 0 | 0 | 78 |

| ELLs by Subgroups | | | | | | | | | | |
|--|-----|------|------------------|-----|------|------------------------------------|-----|------|-----|-------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
| Total | 71 | 0 | 4 | 7 | 0 | 4 | 0 | 0 | 0 | 78 |
| Number of ELLs who have an alternate placement paraprofessional: 0 | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | | 5 | 2 | 4 | 1 | | | | | | | | | 12 |
| Chinese | 9 | 23 | 13 | 5 | 6 | 3 | | | | | | | | 59 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | 1 | | 2 | | 2 | | | | | | | | | 5 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | 1 | 1 | | | | | | | | | | 2 |
| TOTAL | 10 | 28 | 18 | 10 | 9 | 3 | 0 | 78 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B) | 9 | 5 | 1 | 3 | 5 | 0 | | | | | | | | 23 |
| Intermediate(I) | 0 | 7 | 7 | 1 | 1 | 1 | | | | | | | | 17 |
| Advanced (A) | 1 | 16 | 10 | 6 | 3 | 2 | | | | | | | | 38 |
| Total | 10 | 28 | 18 | 10 | 9 | 3 | 0 | 78 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | 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 | 3 | 2 | 1 | 0 | 6 |
| 4 | 5 | 2 | 1 | 0 | 8 |
| 5 | 6 | 5 | 0 | 0 | 11 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | 0 | 3 | 0 | 3 | 0 | 2 | 0 | 8 |
| 8 | | | | | | | | | 0 |

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and 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) | | | | | | | | |
| 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.
Educational programs utilized throughout our school also help the ELL students to develop critical thinking skills, problem -solving strategies and to communicate proficiently in English. The Go Math program is used in grades K through 5. Math lessons implemented in the ESL classrooms are based on the programs' objectives and goals. Teachers address ELL students' needs by using

vocabulary enrichment activities and focusing on teaching math concepts in a diversified number of ways. The school's data specialist, along with the ESL teacher are responsible for analyzing student performance data. After analyzing recent NYS test data, the results indicated that the majority of the ELL students reached cross grade and proficiency levels in Math and Science.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The trends on the 2013 NYSESLAT and the recently administered LAB-R reflected were in line with research on second language acquisition. Newcomers and beginner level students were able to acquire listening comprehension skills initially. As students transitioned to intermediate and advanced levels, they became more proficient in their listening and speaking skills. In addition, beginner and intermediate level students had performed poorly in the reading and writing sections of the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
not applicable
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Early Childhood Assessment scores, along with the Ready Gen Performance Benchmark Assessments, show a pattern of positive growth across the levels reflecting English language proficiency and grade levels. Students who did not master benchmark activities tended to score at the Beginning levels of ESL proficiency. This drives our instructional decisions to provide these students with foundation language in the four main modalities, concept vocabulary strategies and basic experience- building activities through the utilization of BICS-based language materials and techniques. Students who mastered benchmark activities scored at the Intermediate or Advanced levels of proficiency. This pattern drives our instructional programs to include higher level critical thinking strategies and build on “juicy sentences” to increase academic vocabulary- CALPS. Content and academic language is modeled and fostered in the classrooms. In addition, it fosters a deeper understanding of fiction and non fiction text to make connections through a higher level of critical thinking. Teachers strive to create a challenging setting where instruction is scaffolded to meet the ELL students’ language needs and level. Lessons are planned and delivered using different modalities to maximize learning.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school uses data to guide instruction for ELLs within the Response to Intervention framework by providing educational opportunities with rigorous expectations for all students. We understand the linguistic and cultural context of our students and incorporate their knowledge into our instruction.
6. How do you make sure that a child’s second language development is considered in instructional decisions?
A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. Among these are Accountable Talk, Read Alouds, Shared Reading, the use of leveled libraries, and listening and writing centers. ELL students are given opportunities to utilize our state-of-the art science lab. In addition, they are scheduled to receive technology instruction utilizing our fully equipped computer lab and their classroom computers. Various kinds of software and online internet access are available to improve literacy, writing, and research skills. Computer programs such as First in Math provide our ELLs with excellent opportunities for differentiated learning both in school and at home where parents are encourage to work along side their children.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At P.S. 214, we believe in the importance of parents, students and staff working together to educate and nurture each individual student so he or she can reach his or her full potential socially, emotionally and academically. We are confident that our programs support and meet the need of our ELL population. We evaluate the success of our programs for ELLs through the formal and informal assessments. In addition, we review our goals to make sure they are addressing both English language development and subject matter instruction.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon registration, parents are aided in completing the Home Language Identification Survey (HLIS) form by our ESL teachers who are NYS certified. If needed, translation assistance is provided by our bilingual staff in the languages of Chinese, Spanish and Korean. The HLIS is used to gather information about the language spoken in each student's home as well as the student's prior schooling. Parents receive a HLIS form in their native language unless they prefer to use the English version. The informal oral interview in English and native language is given by the ESL teacher with the assistance of a translator. The school has personnel to translate Spanish, Chinese and Korean. This translation support is available throughout the intake process. If responses on the HLIS indicate a student may be an ELL, a Language Assessment Battery-Revised test is administered. The ESL teachers, who are state certified in TESOL K-12, is responsible for all the steps of initial screening and administering the LAB-R exam within 10 days of first attendance. The Spanish LAB is administered to Spanish-speaking ELLs. Entitlement letters are sent home to all ELL parents.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In the fall, a Parent Orientation meeting was held for the parents of our ELLs. As usual, we provided translators. At this meeting, information was provided regarding three possible program options: freestanding, transitional bilingual and dual language. The Parent Surveys and Program Selections Forms were given out and discussed at length so that the parents fully understood their choices. These letters were sent home for those parents not in attendance.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parents were given two weeks to inform the school of their choice. A second letter was sent by the ESL teachers if no choice had been indicated within the allotted time. These forms are kept in the child's permanent record folder. Program selection trends are reviewed by the ESL teachers who are state certified in TESOL K-12.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
A Parent Orientation meeting was held for the parents of our ELLs. As usual, we provided translators. At this meeting, information was provided regarding three possible program options: freestanding, transitional bilingual and dual language. The Parent Surveys and Program Selections Forms were given out and discussed at length so that the parents fully understood their choices. These letters were sent home for those parents not in attendance. The results of the Parent Surveys and Program Selection Forms indicated that our parents had once again requested ESL as their first and only program choice. We keep an ongoing record if other selections and view the pattern.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All English Language Learners are annually evaluated using the NYSESLAT, which is administered by the ESL teachers. ATS reports, along with data available on NYStart and ARIS, are used to determine NYSESLAT eligibility. The ESL teachers have been trained in the administration of all sections of the NYSESLAT. She works closely with the school administration to review testing procedures and to develop a testing calendar for all sections of the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The results of the Parent Surveys and Program Selection Forms indicated that our parents had once again requested ESL as their first and only program choice. This has been the trend in previous academic years. These forms are kept in the child's permanent record folder. Program selection trends are reviewed by the ESL teachers who are state certified in TESOL K-12. We currently offer free standing ESL due to the outstanding responses for the parent's selection form. We keep an ongoing record if other selections and view the pattern. In the event that 15 or more parents select a different program for ELLs, the school would adjust scheduling and resources to accommodate them. In addition, the ESL teacher maintains a waitlist for parents who have selected a

program other than freestanding.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

support ELLs. 25% of instructional minutes are allotted for native language support through the use of bilingual glossaries, dictionaries and native language word walls.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are evaluated through their classes literacy programs. ESL teachers and classroom teachers work collaboratively on what each student needs to work on after evaluations are done.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teachers' methods of instruction assists the ELL students, regardless of their proficiency level, to quickly and comfortably assimilate and transition into the academic and social community of P.S. 214. ESL instruction is designed to align curriculum and instruction with the NYS Common Core State Standards in math and literacy. The ESL teacher utilizes teacher-created curriculum maps to align ESL instruction with regular classroom instruction. In addition, the ESL teacher preteaches content area vocabulary to support ELLs.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
We are also giving testing modifications to former ELLs as per the Board of Regents approved policy dated September 15, 2008. These students are provided with Time Extension, Third Reading of Listening Selection (ELA), Bilingual Dictionaries and Glossaries, and Simultaneous Use of English and Alternative Language Editions of State examinations. We presently have one Newcomer ELL in the program who is exempt from the ELA State exam. However, she will be taking all other State exams such as Science and Mathematics.

Courses Taught in Languages Other than English

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

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

| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts: | | | | |

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

| | | | | |
|-----------------|--|--|--|--|
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

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

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

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

Native Language Usage and Supports

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



| | | | |
|--|------------------|---------------------|-----------------|
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

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

SMART Board in their classroom. Also, our school has subscribed to Gynzy, It is a web-based interactive software program to use along the SMART board.

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

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

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

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

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

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

18. What language electives are offered to ELLs?

not applicable

19. For schools with dual language programs:

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

not applicable

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: Cadwallader Colden

School DBN: 25Q214

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q214 School Name: Cadwallader Colden

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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