

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PUBLIC SCHOOL 14
DBN (i.e. 01M001): 31R014
Principal: NANCY HARGETT
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Superintendent: ANTHONY LODICO
Network Leader: GREG BOWEN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Nancy Hargett	*Principal or Designee	
Brenda Cofield	*UFT Chapter Leader or Designee	
Maricruz Benitez	*PA/PTA President or Designated Co-President	
Joshua Quiles	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	
Navidad Rojas	Member/ X Parent	
Roberto Figuero	Member/ X Parent	
Melissa Rodriguez	Member/ X Parent	
Paula Zapoteco	Member/ X Parent	
Jeanette Wade	Member/ X Paraprofessional	
Pamela Washington	Member/ X Teacher	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Effective September 2014 - June 2015 all staff will continue to be actively engaged in the Professional Learning process to improve pedagogy and increase students' academic achievement in Levels 3 and 4 by 7% on the 2015 State ELA Exam.

Comprehensive Needs Assessment

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

Results from the Professional Needs Assessment Survey completed by staff on November 3, 2014, indicated multiple areas of needs due to staff being somewhat or moderately familiar in particular areas ranked as follows:

- 21st Century Skills students need to develop in order to be prepared for the information age. Including Problem Based Learning, Critical Thinking, Creative Thinking, Collaboration, Communication, Technology, Social Skills, Initiative, Productivity and Leadership.
- Best Teaching Practices
- Building Student engagement
- Collaborative Teaching/Team Teaching
- Formative Assessments
- Grading Rubrics
- Reading and Writing Across the Curriculum
- Understanding and Preparing for State Mandated Assessments
- Understanding the State Education Standards

Analyzing data from the State ELA Exam for 2014 indicates that of the 95 students tested only 7.1% of students scored in Levels 3 and 4. It is thereby concluded that strong academic support is needed to increase academic achievement for all students .

Classroom observations and feedback conversations with teachers indicates a need to differentiate professional learning to build capacity with teachers' understanding of the teaching components and criteria within the Danielson Framework for Teaching.

Instructional Strategies/Activities

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

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

1. Establish Professional Learning Teams for collaborative planning for curriculum, instruction, data analysis and assessment.
2. Determine the type of research and studies the Professional Learning Teams will engage in to inform their instructional practices.
3. Establish Professional Book Clubs and provide monthly professional articles as resources for Learning Teams to refer to in order to engage in professional learning opportunities.
4. Establish cycles of Professional Learning by topic, duration, and activities with next steps.
5. Provide timely feedback to staff following all teacher observations.
6. Teachers work with Small Group/Guided Reading and Math Groups twice a week.
7. Structure "flexible" 90 minute blocks for Reading, Writing, Math Workshops and Content Area subjects.

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

1. Administrators organize Professional Learning sessions based on the school's Professional Learning Plan for 2014-2015.
2. Administrators and Instructional Team members research various topics that align with the areas targeted in the Professional Needs Assessment Survey.
3. Principal facilitates Paraprofessional's weekly Book Club and the Assistant Principal facilitates the teachers' weekly Book Club to read, discuss and reflect on the text as we build professional knowledge and practices.
4. Administrators, Coach and Inquiry Team members use the Professional Needs Assessment and State Testing data to assist teachers with selecting "Cycle" Topics for working in the Learning Teams.
5. Administrators provide feedback to staff subsequent to receiving support training from the Network Talent Coach on how to implement rating into the Advance System.
6. The Coach will turn-key best practices to staff on explicit teaching methods and implementation of transferring "thinking skills" into authentic applications when working

with Small Groups/Guided Reading Groups and Math Groups. Administrators allow for flexible “Flow of the Day” schedules to allow for Small Group and Guided Group work twice a week.

- Principal will maintain the 90 minute blocks of instructional time for Reading/Writing and Mathematics. The “Flow of the Day” schedules will also include two Science Cluster periods per class and three Social Studies teaching periods each week by classroom teacher.

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

- December 2014 – June 2015 - Professional Learning Teams provide documented feedback from their planned activities for each topic area with assessment data from students’ work to determine whether Teams are meeting curriculum targets and students’ growth.
- November 2014 – May 2015 - Professional Learning activities will include “Learning walks” into classrooms to see how teachers applied the instructional practices described in the research reports and professional articles.
- October 2014 – May 2015 - Each Professional Book study ends will staff being required to reflect on the text read. The reflections are collected as documents of the study group.
- November 2014 – June 2015 - Professional Learning Cycle forms will be collected from each Learning Team at the end of each duration period of four to six week cycles.
- November 2014 – May 2015 – Implement a weekly observation cycle to monitor teacher effectiveness that complies with the Advance requirements.
- November 2014 – June 2015 - Conduct six to eight week cycles of classroom assessments to determine academic growth of students in Small Group/Guided Groups.
- November 2014 – June 2015 – Classroom observations will be conducted and review by administrators to determine if the 90-minute blocks of time are producing more engaging and rigorous work.

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

- Weekly Professional Learning sessions from September 2014 – June 2015 for all staff.
- Monthly Instructional Team meetings reviewing research and professional articles from September 2014 – May 2014.
- Purchase of Book club materials/texts and Implementation of Book Club study groups from October 2014 – June 2015.
- Distribution of Professional Learning Teams Cycle Forms starting October 2014 – June 2015.
- Classroom observation visits with supporting feedback to staff from October 2014 – June 2015.
- Classroom visits includes observation of Small Groups/Guided Groups from October 2014 – June 2015.
- Organization of the instructional day schedule effective September 2014 – June 2015.

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

- Schedule once a week Professional Learning sessions with Administrators and staff working collaboratively with student data and educational research reports.
- Schedule once a month meetings with the Cabinet members, Instructional Team member and Inquiry Team members to review latest research that can be applied to areas of concern for improving students’ proficiency.
- Include suggested professional readings from District Superintendent, Network Support Team and Achievement Coaches as resources to support the instructional goals for the school year.
- Develop Professional Needs Assessments based on feedback back from IPC conversations with staff.
- Organize for flexible opportunities to meet with teachers during for observation feedback.
- Provide twice a month opportunities for Coach to meet with staff during their grade meetings to support teachers with planning for instruction.
- Revise the “Flow of the Day” schedule to include of science instruction twice a week and social studies instruction three times a week subsequent to the 90 minute block for reading/writing and mathematics.

Strategies to Increase Parental Involvement

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

- During “Parent Engagement Night” Teachers articulate the school’s instructional goals, curriculum materials used to implement instruction and their plan for meeting the needs of all students.
- Schedule School Leadership Team monthly meetings offering parents the opportunity to have a voice in planning the CEP Goals.
- The Parent Coordinator will provide monthly workshops on similar topics that teachers will engage with during the Professional Learning session such as Preparing for students for State Testing and understanding the Common Core State Standards.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015 improve attendance of targeted student who missed 20 days in the previous school year and who are identified as "Chronic Absences" in the monthly ATS Absence Report (RAMO). (Chancellor's Regulation A-210)

Comprehensive Needs Assessment

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

The "School Quality Report" Summary Ratings for the school year 2013-2014 indicates that the Attendance Rate was 89.6% compared to the City Rate of 93.3%. There were eight students (7.2%) identified school wide as "Chronic Absentees". Students with less than 90% attendance for the 2013-2014 school year were also identified in the ATS RAMO and RRSA Reports as "Chronic Absentees and targeted for the 2014-2015 school year to monitor on a monthly basis by the Attendance Teacher assigned to the school.

Instructional Strategies/Activities

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

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

1. The ATS Attendance System is utilized by the school to obtain school wide monthly attendance rates and identify chronically absent students with 20-90 days absent from the previous year.
2. The school's "Attendance Policy" is communicated to parents of the targeted students by sending letters informing the parents of the attendance and tardiness policies and with the steps to take should the child need to miss school due to an illness and the effect excessive absences have on preparing students for high school and college.
3. The school's Attendance Team consists of Administrators, the Guidance Counselor, The DOE Attendance Teacher, the school's Attendance School Aide, the CBO representative and when available The Department of Health School Nurse housed in the school. The Team meets on a monthly basis to determine next steps for students with chronic absences.
4. The DOE Attendance Teacher makes home visits.
5. Students who make attendance improvements and students with perfect attendance receive special attendance certificates from the principal each month.
6. The CBO (Partnership with Children) offer incentives each month for students who show improvement and ten random names are announced each Friday during the school's morning announcements for students who are present to receive a prize.
7. The school hosts an end of year Annual Attendance Family dinner in honor of students who made substantial attendance improvements and students who have 100% attendance for the school year.

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

1. The PAS secretary and the School Aide in charge of Attendance will monitor attendance for the chronically absent student by checking daily, weekly and monthly attendance reports from ATS.
2. The Principal communicates by letter to parents of chronically absent students the school's Attendance Policy" and offers support to parents who are in need of assistance with health issues from Community Based Organizations.
3. The Community Based Organizations housed in the school (Partnership with Children, and Staten Island Mental Health) work with families experiencing health issues. The school's administration, CBOs, Guidance Counselor, Doe Attendance Teacher, and Attendance school Aide hold monthly meetings.
4. The DOE Attendance Teacher provides feedback during the monthly Attendance meeting from all home visits.
5. The Principal holds weekly attendance meeting with students identified as "Chronically Absent" to recognize those students who made weekly improvements with attendance and tardiness. The principal encourages the students who have not made improvements and offers the students who make the most improvement over a two month period the opportunity to have "Breakfast with the Principal" on a set date.
6. The CBO (Partnership with Children) monitors the "Chronically Absent" students by providing the Principal with a school wide monthly attendance spread sheet along with a monthly attendance graph for each class which is made public by posting the class attendance rates outside of the General Office.
7. During the Annual Attendance Family Dinner the Principal acknowledges the parents of the students who had 100% attendance for the school year and those parents whose children made attendance and tardiness improvement. The Principal recognizes the parents for their cooperation and dedicated efforts for getting their children to school every day and on time.

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

1. The ATS monthly student attendance reports in RRSA are reviewed during each Attendance Team meeting to determine improvement of targeted students.
2. Parents receive monthly letters when their child's attendance has not improved. Should attendance fall into the "serious" category of missing 37 days or more over the

previous year's attendance rate, Agencies that work to support parents in crisis are contacted.

3. The CBO (Partnership with Children) makes home visits as needed to students who do not show improvement.
4. The DOE Attendance Teacher keeps a "Student Intervention Log Report (RSIV) to monitor the targeted students. A copy of each report is provided to the Principal during the monthly Attendance Team meetings.
5. The class attendance percentages on "Attendance Graph" are monitored by Administration tracking the "Chronically Absent" students by class.
6. The ten random names chosen on each Friday of the month are tracked to whether students identified as "chronically absent" are present on the day of the selection.
7. The ATS reports in RCHK are reviewed monthly and discussed during the Attendance Team's meetings. In June the final Attendance Rates are calculated to determine those students who will receive invitations to the Annual Attendance Family Dinner.

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

1. September 2014 – Chronically absent students are identified from the 2013-2014 Attendance Reports.
2. September 2014 – June 2015 – Monthly letters from CBO to parents of students who have been targeted as "Chronic Absentees" and "Severe Absentees".
3. September 2014- Attendance Policy letter sent to all parents.
4. December 2014 – Reminder letter of the school's Attendance Policy" sent to parents for students who do not show improvement with attendance percentages.
5. September 2014 - June 2015 – The Attendance Teacher makes home visits.
6. September 2014 – June 2015 – Monthly Attendance Certificate and weekly incentives are given to students.
7. June 2015 – Final attendance data is review for the school year to determine attendance improvement of the "chronically absent students".

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

1. The ATS System (RRSA and RCHK) and RSIV "Student Intervention Log" will be accessed as a resource.
2. Two sessions of Parent Workshops on the importance of children attending school every day will be scheduled to take place with representatives from Partnership with Children facilitating, the DOE Attendance Teacher and a guest speaker.
3. The CBO Supervisors will meet with the school's Attendance School Aides, Assistant Principal, DOE Attendance Teacher will meet monthly to review Attendance Logs and Telephone Logs.
4. The DOE Attendance Teacher is provided a space in the General Office to work at a computer to access the ATS Attendance System.
5. The CBO (Partnership with Children) Supervisor will keep daily and weekly records of attendance rates as an attendance resource.
6. The Physical Education teacher will continue applying for Health Grants that provide schools with funds for purchasing prizes. The school received one grant during the 2013-2014 school year.
7. The Annual Attendance Family Dinner are provided from donations of food from local restaurants in the community and staff members.

Strategies to Increase Parental Involvement

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

- During the Title I Parent Meeting, engage parents in discussions and decisions regarding the required Title I set-aside funds which can be applied to cover workshop expenses on attendance related issues.
- Conduct a Mid-Winter Fair in which parents will be invited to hear presentations from various CBOs and agencies on topics that address chronic health issues and health insurance coverage. Parents will be encouraged to attend so that they can speak with school administrators about attendance percentages for their own child.
- Offer workshops facilitated by the UFT Teacher Center Teacher, the school's ESL teacher and the school's Parent Coordinator for all non-English speaking parents. These workshops will be providing support to parents who have students with chronic health issues and provide information on accessing community support services through the Internet and CBOs.
- Share Attendance Data with parents during P.T.A. meetings.
- Include the school's Attendance Goal on the agendas of the P.T.A. School Leadership Team and Title I Parent Committee to encourage more parent participation.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015 increase Median Growth Percentile of the bottom third students in Mathematics to be measured by School Local Measures.

Comprehensive Needs Assessment

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

The 2013-2014 School Quality Guide Report indicates the Median Growth Percentile for the school's lowest third in Mathematics is 62.5%.

Instructional Strategies/Activities

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

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

After reviewing the 2013-2014 State Mathematics testing data, students in the lowest bottom third were identified for additional support as follows:

1. Targeted students are placed in Tier 2 RTI Math groups.
2. Cluster Teachers are assigned to push-in classes to provide RTI math support twice a week rotating students on a four to six week cycle as determined by assessment s in order to allow all students the opportunity to receive support throughout the school year.
3. Maintain the 90 minute "Flow of the Day" schedule to allow for more engaging tasks with students.
4. Target students with proficiency levels of Level 1 and Low Level 2 for Afterschool Programs that will provide additional differentiated supplemental support with intervention materials.
5. The ESL teacher pulls out the ESL students daily who are part of the targeted RTI math groups to build on language acquisition skills for solving word problems.
6. The SETTS Teachers push-in to classrooms to work with the targeted RTI math groups on specific math operations that align with the instructional plan of the teacher for additional support.
7. The UFT Teacher Center Teacher works with teachers to identify specific skills and strategies to be addressed subsequent to the assessment data from the baseline assessments, benchmark assessments and formative assessments.

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

1. The Administrators and Inquiry Team members meet monthly to develop on-line math assessments based on the areas of needs for Tier 2 students.
2. The Network Achievement coach will meet with Administrators and Cluster Teachers for support with planning and developing math strategies for At-Risk students.
3. The Principal will maintain the revised Mathematics Block of 90 minutes.
4. Administrators offer Professional Learning sessions on engaging students during math lessons, developing critical thinking questions, reinforcing math vocabulary that appears on State Testing and developing high quality assessments linked to corrective instruction.
5. The ESL teacher works with intervention materials designed for ESL learners.
6. The two SETTS teachers, Paraprofessionals and two Cluster Teachers work with the targeted RTI Math students using supplemental GO Math materials.
7. The UFT Teacher Center Teacher work with teachers analyzing assessment data then provides strategies for teachers and paraprofessionals to work with students.

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

1. Data from the September Baseline assessments will be analyzed to identify the math concepts to be reviewed and re-assessed over a four week cycle to monitor student progress.
2. Cluster Teachers give formative assessments to the RTI math students in the concentrated areas the students are receiving additional support with to monitor the progress of the students.
3. Teachers meet in their Professional Learning Team to develop the math topics, duration of cycle time for implementing the topic, math activities to be implemented during classroom instruction, RTI support and follow-up next steps for students who do not master the skill/strategies.
4. Principal makes classroom visits during the math Block to observe the effectiveness of the 90 minute schedule revision.
5. The ESL Teacher monitors ESL students who are in the RTI math groups during her mandated time with the students using weekly and monthly cycles for assessments.
6. Teachers, SETTS Teachers and Cluster Teachers who push-in for RTI support keep RTI Plan forms to record the RTI Tier, Service/Strategy, /Frequency/Duration, Format, Provider's Name, Assessment, and Progress Met or Not Met.
7. The UFT Teacher Center Teacher meets with teachers once each week to discuss how the strategies provided are supporting the students.

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

1. September 2014 – March 2015 - Baseline Assessment and Benchmark Assessments administered to all students.
2. September 2014 – 90 Minute Blocks in Schedules are re-visited to ensure the smooth implementation for the instructional “Flow of the Day”.
3. October 2014 – March 2015 – Afterschool Programs begin to support the “At Risk” students.
4. October 2014 – June 2015 – RTI targeted groups receive intervention strategies from Push-In Cluster Teachers and Push-In SETTS Teachers.
5. November 2014 – June 2015 – Data from Baseline and Benchmark assessments are analyzed to determine growth and movement for students to appropriate Tiers.
6. November 2014 – June 2015 – ESL students receive instruction from the ESL Teacher to support language acquisition and academic needs.
7. September 2014 – June 2015 – The UFT Teacher Center Teacher models best practices for implementing math instruction during Professional Learning sessions.

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

1. After school programs are designed to support students in three categories as follows:
 - Academic Intervention Support for At-Risk students
 - Enrichment for students meeting Standards and above standards
 - S.T.E.M. to encourage critical thinking in the areas of science, technology, engineering and mathematics
2. Cluster teachers meet with teachers during the Inquiry Team meetings to discuss the progress of students they work with for RTI support.
3. Instructional schedules are revised to include RTI support teachers to work with small groups and one-to-one support as needed during Reading/Writing/or Math.
4. The Inquiry Team consisting of two Administrators, the Teacher Center Teacher, two Special Education Teachers and one Cluster Teacher meet twice a month to analyze data from assessments and determine next steps for interventions to support the RTI groups.
5. Cluster Teachers will meet monthly with administrators to discuss their findings from working with the RTI students and plan assessments to be given at the end of each four week cycle.
6. Classroom Teachers and the ESL Teacher have weekly meetings to discuss the progress of the RTI students and to select the instructional materials to be given to the Push-In Cluster Teachers working with the ESL students one week prior to the teacher pushing into the classes.
7. The SETTS Teachers designed their programs to include the daily Push-In periods to support students.

Strategies to Increase Parental Involvement

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

- Support from all school committee will be available to parents who are members of the School Leadership Team, Parent Teacher Association and Title I Parent Committee to keep parents informed of the instructional strategies and interventions being implemented to support all students.
- Parent Workshops will be provided by the Parent Coordinator to help them understand the School Curriculum, State Testing Systems including MOSL, Growth Measurement and State Standards.
- Translation of critical school assessment documents during all meetings and event will be provided as needed.
- Parent meetings will be scheduled with flexible times to allow for working parents to attend, such as, meetings in the morning or evening.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Intervention strategies, Foundation Intervention	Small Group, one-to-one, whole class, push-in, one-to-one paraprofessional	During the day, after school
Mathematics	Think Central- Student engagement on computers. Multiplication.com for interactive tasks and games. Word and Excel used for writing problems and creating graphs.	Small Group, one-to-one, whole class, push-in, one-to-one paraprofessional	During the day, after school
Science	Science Cluster, S.T.E.M Program	Small Group, one-to-one, whole class, one-to-one paraprofessional.	During the day, after school.
Social Studies	Classroom Teacher Instruction	Small Group, one-to-one, whole class, one-to-one paraprofessional.	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provided by Guidance Counselor, Social Worker, and Private Counseling from Staten Island Mental Health.	Small Group, one-to-one	During the day.

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Staff members are provided with Professional Needs Assessment Surveys to select areas of high interest that will be addressed through Professional Learning sessions throughout the school year. • Administrators focus on the Danielson Framework for Teaching to support teachers in building professional capacity.

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).
<ul style="list-style-type: none"> • Staff participates in weekly Professional Learning Sessions focusing on planning for instruction to meet the Common Core Standards, Danielson's Framework for Teaching Rubrics and familiarizing students to "I Can" Learning Targets. • The Staff participates in Book Clubs, peer coaching and turn-key strategies after attending Network trainings and workshops. • The Staff volunteers in modeling how to teach engaging strategies by video presentations as well as data analysis, looking at students working in Writing and Developing Rubrics. • Administrators and Teachers conduct monthly "Professional Learning Walks" observing targets areas in classrooms that support students' learning.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • State Miscellaneous funding is utilized to pay for the After School Chorus and Band Programs. • October 2014, the school received an Extended School Day/School Violence Prevention Grant which was applied to the After School AIS Program, Enrichment Program and S.T.E.M Program. Effective January, 2015 – March 2015, this grant will also be applied to the Saturday Academic Program.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> • The Inquiry Based Data Team represents General Education Teachers and Special Education Teachers. • Teachers on the MOSL Committee were provided with students' State Assessment data and participated in selecting the assessment for Measuring Student Growth. • The staff is offered the opportunity to attend DOE Professional Development, CFN Network trainings, and school based Professional Learning.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 31R014

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 (SCEP) 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, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$127,861.47	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$157,450.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$674,066.00	X	See action plan

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.

**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 31	Borough Staten Island	School Number 014
School Name Cornelius Vanderbilt		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	200	Total number of ELLs	22	ELLs as share of total student population (%)	11.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0	0								0
Dual Language <small>(50%:50%)</small>					0	0								0
Freestanding ESL														
SELECT ONE					11	11								22
SELECT ONE														0
Total	0	0	0	0	11	11	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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
Dual Language										0
ESL	9			13			0			22

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	9	0	0	13	0	0	0	0	0	22
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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					8	6								14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					3	4								7
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	11	11	0	22						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					4	4								8
Intermediate(I)					6	6								12
Advanced (A)					1	1								2
Total	0	0	0	0	11	11	0	22						

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	3	3	1	2	0			11
8									0

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 The assessment tools we use for early literacy skills are Foundations and Teacher's College Assessments.
 Foundations provided the school with insight of phonic awareness skills, decoding skills and the semantics of language.
 Teachers' College enables the school to assess the students' Fountas and Pinnell reading levels utilizing literature with running records to

measure comprehension, vocabulary and decoding skills.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The ELLs display difficulties with decoding, spelling, vocabulary, writing, and reading comprehension strands. Data results shows that Beginner students in the country for one year or less have more difficulty acquiring the aforementioned skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns on the 2012 NYSESLAT assessment indicated that the children have shown growth in the Speaking and Listening skills. They are developing at a slower rate in the Reading and Writing skills. Instructional decisions have been made to study Level 1 and 2 RTI students. More intensified instructional materials were purchased to provide support for struggling readers and writers.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. The patterns across grades indicate that children acquire Listening and Speaking proficiency in English before reading and writing skills. Our students lack academic vocabulary in their native language. We have found that they score better in English than their native language.
 - b. The school leadership and teachers use the periodic assessment by analyzing the results to assist in creating small group instruction.
 - c. The school is learning that the children need intensified instruction in Reading and Writing. The native language is used for support, interpretation and comprehension. Also, bilingual and picture dictionaries and literature in the native language were purchased.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school uses the RTI model in each classroom. Tier 1 students are taught and assessed by their classroom teachers. Tier 2 students (including ELL children) are placed in small group instruction with RTI teachers assigned to the classroom. Tier 3 students are identified by local assessments and receive 1:2 instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions by placing him/her in a classroom with a student(s) that speak the same language and can communicate with him/her. We also provide materials in their native language for support.
7. For dual language programs, answer the following:
 - 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?

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

Part IV: ELL Identification Process

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

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

Parent and child are informally interviewed by our ESL teacher/and or a pedagog from the school who is fluent in that child's language. During registration, to identify their home language, the Home Language Identification Survey is utilized. The information from the survey determines if the student is eligible for testing. The Spanish students who fail the LAB-R will be given the LAB-R. Eligible students must receive the LAB-R within 10 days of entry into an NYC school. The ESL teacher-Mrs. Nellie Dugan (Certified in ESL) conducts the interview.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Following the completion of the initial registration interview appointments are set up for the parents' orientation meeting to be held within 10 days of student admission. Throughout the school year we present, discuss and offer the different models and types of language acquisition programs. Parents view a video in their native language to assist them in making their choice. Our ESL certified teacher and translators are available to answer any questions or address concerns.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL teacher sends and copies the student's entitlement letters. A copy is kept in the student's cumulative file folder. The Parent Survey and Program Selection forms are completed during the Orientation Meeting. A copy is kept and the originals are kept in the student's cumulative folder.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The criteria used is the student's grade/proficiency level. The parent is informed in their native language of their child's placement within the first twenty days of attending school. Parents received a placement letter specifying their entitlement. A copy of this letter is maintained in a binder for the ESL's teacher's records.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The steps include checking the RLAT report to determine eligible students, informing the parents, preparing the students, collaborating with the test coordinator to secure rooms and timeframe, assembling the materials and orientation training for proctors. Administration of the NYSESLAT is organized by the ESL teacher and test coordinator. Training is conducted to make sure proctors are well of all procedures. The speaking subtest is given individually and the listening / reading and writing are given by grades in groups. Absent students are given the make up exams for any parts missed.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After cross-referencing the above-mentioned documents, we found the following trends: 20 parents opted for school's freestanding ESL program. 1 parent preferred transitional bilingual program, (but opted for school's free standing ESL program due to lack of transportation to other school's offerings). 1 parent opted for dual language program, but opted for school's free-standing program. After careful analysis of the data provided it was determined that future programing will include more information to support the parents choice.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a. The organizational model used is pull-out.

b. The program model used is heterogeneous.

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

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

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

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

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

Spanish students who fail the LAB-R are given the Spanish LAB. Other than that, evaluation in their native language is not applicable in a free-standing ESL program. Students are allowed to speak, read and write in their Native Language for support in language development, comprehension and socialize as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher provides materials and creates verbal conversational assignments for her students. She incorporates listening activities as part of her rigorous instruction in a variety of language levels. Meaningful reading and writing activities are assigned to the students. Students are required to use graphic organizers and notetaking skills in preparation for oral presentations and research projects. Students are provided with opportunities to ask presenters clarifying questions and make comments.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. N/A

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

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

exams.

d. N/A

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

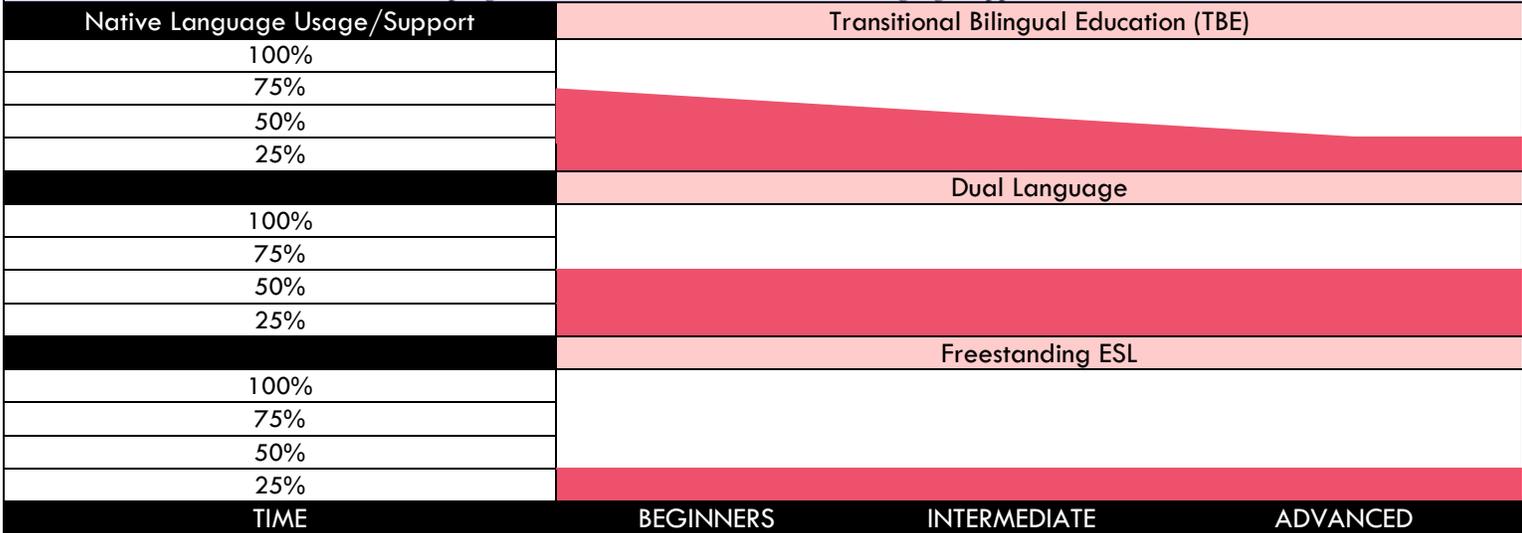
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 14

School DBN: 31R014

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 613

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	70 hours X 2 teachers=140 hours 140 hours x \$50.00 = \$7,000.00 This total includes fringe benefits. 70 hours x 1 supervisor=70 hours 70 hours x \$50.00 = \$3,500 This total includes fringe benefits.	Two Teachers for two days (Monday and Tuesday) a week for two hours each day (3:15 to 5:15 PM) for a total of 18 weeks. One supervisor for two days a week for two hours each day for a total of 18 weeks.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$600.00	Houghton Mifflin Harcourt English as a Second Language: On Our Way to English
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$100.00	Refreshments for parental activities
TOTAL	\$11,200.00	_____