

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q014

School Name:

P.S. 014 FAIRVIEW

Principal:

ROSEMARY SKLAR

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

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

District Information

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

Borough Field Support Center (BFSC)

BFSC: 0 Director: 0
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------|--------------------------------------------|-------------------------|
| Aleyda Ramirez | Member/ Parent | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Mission Statement

We are a diverse community of learners dedicated to providing our students with a safe, nurturing school environment which fosters the goal of academic excellence for all of our students. Through common core standards and rigorous instruction, we encourage our students to think critically, to take responsibility for their own learning and to develop and model exemplary behavior in order to meet the challenges of College and Career Readiness and the world beyond in the 21st Century.

Collaborations/Partnerships

One community partner is Queens Museum. We completed 2 projects planned for this school year, including students in 15 classes school wide. Students' work was shown at the museum in exhibits in May and June!

We have implemented a partnership with Visual Thinking Strategies. Visual Thinking Strategies (VTS) is a method initiated by teacher-facilitated discussions of art images and documented to have a cascading positive effect on both teachers and students. It is perhaps the simplest way in which teachers and schools can provide students with key behaviors sought by Common Core Standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers.

We now partner with The Queens-based NY Hall of Science. All 3rd and 4th grade classes will participate in focused museum visits in October 2015. ELL Parents will continue to attend workshops at NYSCI as well.

Our school hosts a Boy Scouts program and a Power Play program for girls.

Special Initiatives

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

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

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

We are introducing the Franklin-Covey program Seven Habits of Highly Successful Kids across all 6 grades to promote positive culture building.

Strengths

Our strengths include teachers collecting data to help organize small group instruction Our teachers meet voluntarily on their common prep times to work as a PLC to analyze curriculum and collaborate on lessons. We have created many

committees this school year; SLT, Culture, Green Team, Attendance, PD, Consultation, ESL, SIT/RTI, Testing, BRT, Vertical, and Newcomers.

Challenges

Our challenges include large class sizes and overcrowding. There is no room for a science laboratory nor for a proper music room.

Growth

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

24Q014 School Information Sheet

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|---------------------------|-------------------------------------------------|------|-----------------------------------------------|
| Grade Configuration | 0K,01, 02,03, 04,05 | Total Enrollment | 1773 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 75.7% | % Attendance Rate | | 94.3% |
| % Free Lunch | 74.0% | % Reduced Lunch | | 2.4% |
| % Limited English Proficient | 27.7% | % Students with Disabilities | | 15.3% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.8% | % Black or African American | | 4.1% |
| % Hispanic or Latino | 84.5% | % Asian or Native Hawaiian/Pacific Islander | | 8.7% |
| % White | 1.7% | % Multi-Racial | | 0.2% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 0.19 | # of Assistant Principals (2014-15) | | 3 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 4 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 15.6% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.3% | Average Teacher Absences (2013-14) | | 9.82 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 23.6% | Mathematics Performance at levels 3 & 4 | | 35.1% |
| Science Performance at levels 3 & 4 (4th Grade) | 79.9% | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

Needs:

- Based on the data from the most recent state test scores, as well as student TC Running Records, our special education and ELL students performed lower than the rest of the school student population.
- Only ___% of students overall passed the ELA exam with a level 3 or 4.
- Additionally we have a concern in the increase of stamina and rigor of the Common Core State Exams.

Strengths:

- ___% of teachers rated Effective or Highly Effective.
- Curricula are adopted and implemented that are aligned to the CCLS.
- Teachers improved from 23% developing/ineffective in 3B Questioning and Discussion in the first half of the year, to 13% developing in the second half of the year.
- The Vertical Team designed a school-wide writing rubric as a template for writing across subject areas aligned to CCLS standards which can be tracked in Mastery Connect longitudinally.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, instruction in ELA will be aligned to the CCLS to ensure that rigorous tasks allow students to read, write, and speak across subject areas at or above grade level using text-based evidence in order to improve literacy proficiency in the ELA State Exam by 7 points in grades 3, 4, and 5 inclusive of the sub-group populations of ELL students and Students with Disabilities.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <p>Special Education and ESL Teachers will attend professional development training on developing reading and language skills from Pearson, the network, the NYCDOE, and other various agencies to enhance instruction using the CCLS. Classes that still need Guided Reading materials will get them, plus we will open a Teacher Resource Room run by the New Literacy Coach!</p> | <p>Special Education and ESL Teachers</p> | <p>Sept., 2014- June 2015</p> | <p>Principal and Assistant principals, Literacy Coach</p> |
| <p>Through the inquiry teams (grade teams plus additional cluster and vertical teams) we will use baseline data such as TC Running records, Ready-Gen assessments, student work and on-demand writing to evaluate the inquiry projects’ targeted student progress and the impact of strategies we are using. Data collected from TC Running records, pre/post assessments, classwork, homework, and low inference observations will support our instructional strategies for monitoring their effectiveness. This will be accomplished during teacher planning periods, common preparation periods, and Monday afternoon PDs to monitor and revise alignment of standards to the curriculum. There will also be Saturday ELL Academy and After-School Test Preparation to support the students.</p> | <p>Special Education and ELL students</p> | <p>Sept 2014- June 2015. Running Records Oct., Jan, and May.</p> | <p>Teachers of Special Education and ELL students</p> |
| <p>Use of instructional strategies such as guided reading, UDL strategies, and multiple Entry Points to support the subgroups in the CCLS ELA Curricula, including a new phonics program Foundations to improve reading results.</p> <p>Continuation of two Vertical Teams:</p> <ul style="list-style-type: none"> • Data specialists – one per grade – meet regularly to align assessments, to analyze data across grades and across the school, and to design and implement a school wide grading policy. • Curriculum liaisons – one per grade – meet regularly to align curriculum across grades and to communicate high expectations to families. | <p>Teachers</p> | <p>Sept. 2014- June 2015</p> | <p>Principal, Assistant principals, and Special Education & ESL teachers</p> |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|------------------------|
| Implementation of an ELL Newcomer Kit Design Team meeting Tuesday afternoons to support students new to the country and to teach teachers strategies to support these students. | | | |
| Starfall, Myon, TC Reading and Writing Project Running Records, Ticket to Read and Imagine Learning will be used to collect students' reading data. | | | |
| Parents will be informed through PTA meetings and workshops of the schools' plans to improve literacy proficiencies for the CCS ELA exams in grades 3, 4, and 5. They will play a supporting role through parent contact on Tuesday afternoons and during the several scheduled conferences throughout the school year. The importance of their increased involvement in their child's class and homework each night. | Parents | Sept 2014- June 2015 | Teachers and principal |

Part 4 – Budget and Resource Alignment

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| TL funds – Literacy Coach Position |
| Substitutes for Teachers to attend PD, Scheduling, Professional development Opportunities. |
| Title III funds for Saturday program, 12 teachers (and 1 admin) (and one school aide) X 18 days x 4 hours. |
| TL funds for Saturday program, 3 teachers x 9 days x 4 hours (Grades K-2) (May and June) |
| TL funds for Saturday program, 3 teachers x 9 days x 4 hours (Grades 3-5) (January – March) |
| TL funds for Curriculum Liaisons, 6 teachers (one per grade) x 30 weeks x 2 hours |
| TL funds for Data Specialist Liaisons, 6 teachers x 30 weeks x 2 hours |
| TL funds for after school program 15 teachers and one administrator, 40 days after school, 2 hours each day |
| TL funds for Move to Improve, 3 hours per teacher x 68 teachers, trainee rate |

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By January 31, more than 60% of students will be on or above grade level in reading. |
| Teachers grades K-2 will collect, analyze and share Running Record Data with students and families on |
| • Sept. 30, 2015 |

- Jan. 31, 2016

- June 12, 2016

Teachers grades 3 – 5 will collect, analyze and share Running Record Data with students and families on

- Oct, 31, 2015

- Jan. 31, 2016

- May 31, 2016.

Grades 3, 4, and 5 will take 1 mock ELA exams to assess growth towards ELA performance.

- December, 2015

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
| NA |

Part 2 – Annual Goal

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| NA |

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| NA | NA | NA | NA |
| NA | NA | NA | NA |
| NA | NA | NA | NA |
| NA | NA | NA | NA |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--|--------------------------------|--|-------------------|--|-------------------------|--|--------------------------|--|-----------------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Student incentives are provided through funding from the School Fund for improving attendance and behavior and to implement the CARES program. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| <u>NA</u> |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

According to the MOTP ratings of 2014-2015, teachers have improved from 23 % of teacher rated Developing or Ineffective the first half of observations down to 13% of teachers struggling with improving their teaching practices in questioning and discussion techniques.

In 3c, engaging students, the overall ratings this year were 16% Developing or Ineffective across all ratings. Although we will continue to work to build teachers’ skill in 3b, questioning and discussion, we will turn our focus to 3c and 1e, as 1e walks hand in hand with 3c: you cannot have strong student engagement in rigorous, CCLS aligned, high level DOK tasks unless you have well designed lesson plans inside thoughtful units of study. As one SLT team member explained, “You can’t accidentally engage students in deep, thoughtful learning.”

Strengths

- Teachers meet once a week in common planning time.
- Teachers have improved from 23 % of teacher rated Developing or Ineffective the first half of observations down to 13% of teachers struggling with improving their teaching practices in questioning and discussion techniques.
- Teachers created a school wide inquiry cycle for studying student work together.
- Teachers meet on their own and with support from administration.
- Teachers invite each other into classrooms to observe best practices.

Needs

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will be provided on-going, job-embedded professional development on higher-level thinking and classroom differentiation practices in order to achieve an MOTP rating of either effective or highly effective measured by the specific components of the Danielson’s Framework for Teaching.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Classroom teachers will participate in at least one outside PD session and then “turn-key” to their own grade . | All teachers | Sept 2014- May 2015 | Assistant Principals |
| Presentations at PTA meetings to discuss current curriculum topics. This is in addition to what is being sent out in the monthly newsletter. | PTA meeting attendees | Oct 2015 May 2016 | H. Benson, Principal and G De Paola, Annex site Supervisor |
| Ongoing Inter-Class and Inter-School visitation will be conducted to provide teachers with support and coaching in the areas of instructional best practices, lesson structure and student engagement. Teachers will receive reflective comments and feedback from Administration and peers to collaborate how to implement the strategies they are learning in professional development trainings. | Teachers | Sept. 2015- June 2016 | School Administration |
| Collaborative Team Inquiry will engage in analyzing student work and reflecting on instructional practices along with weekly in-house professional development provided during common preparation periods and weekly on Monday afternoons Data Inquiry and Professional development time. Teachers need access to computers and on line tools in order to plan, collaborate, create, and present inquiry and grade team projects. | Classroom teachers | Sept. 2015- June 2016 | School Administration and PD Committee |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

100 per diem days: Funds allocated to pay for Substitute teachers when teachers attend PD.

Resources will support 15 committees of teachers, administrators and students.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | |
|---|----------|--|-------------|------------|--|------------------|--|-------------------|--|----------------------|
| X | Tax Levy | | Title I SWP | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|--|-------------|------------|--|------------------|--|-------------------|--|----------------------|

| | | | | | | | | | | | |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|---|-------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|---|-------|

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By Feb 1, 2015:

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
| <ul style="list-style-type: none"> NA |

Part 2 – Annual Goal

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>NA</p> |

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| NA | NA | NA | NA |
| NA | NA | NA | NA |
| NA | NA | NA | NA |
| Na | Na | Na | na |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|---|-------------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| NA | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

| | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | | | | | | | |
| NA | | | | | | | | | | |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | |

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

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

Part 1 – Needs Assessment

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

Needs:

- Based on our Learning Environment parent survey only ___% of our parents feel that the school offers a wide enough variety of courses, extra-curricular activities, and services.
- Many parents come into school daily to seek after-school programs in which to enroll their children.
- We have never had a website for our school.

Strengths:

- SLT includes parents who share decision making with the school.
- PTA meetings often draw more than 75 families per meeting.
- Family worker teaches English to 35+ parents Monday through Thursday mornings.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers, students, and families will engage in workshops and assemblies around “The Leader in Me” to deepen our work around building a positive culture, including a culture of trust, in our school, as evidenced by improvement in the Learning Environment Survey scores and a 20% decrease in OORS reports school wide.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Selection of approximately 20-25 ELL students to participate in an after-school program | ELL Students | Dec. 2015- Jan. 2016 | Principal & Asst. Principal (Dr. J. Chatterton) |
| Purchase of the Leader in Me Program to train teachers to implement an advisory weekly with all students using the Franklin/Covey Seven Habits of Highly Effective People. We will use Franklin Covey designed pre- and post- assessment data to monitor success of the program | | | |
| Hiring and training of a teacher for a per session activity to support the students in the program and to extend/offer the program to be held at the school next school year. Also to write about the activities of the program in the school monthly newspaper sent to parents. | 1 Teacher | Jan. 2016- June 2016 | Principal & Asst. Principal (dr. Chatterton) |
| Obtaining opportunities for parents to assist with museum visitations. Offer workshops on Tuesdays for parents of students involved in the programs. | Parents | Jan. 2016- June 2016 | Queens Museum Staff & Principal |

Part 4 – Budget and Resource Alignment

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| <ul style="list-style-type: none"> • Theater Materials and Arts Materials to support advisory related projects • Materials for presentations to families • Student incentives are provided though funding from the School Fund for improving attendance and behavior and to implement the CARES program. • Leader in Me program. • Books for families • |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |

| | | | | | | | | | | | |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|---|----------------------|
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | X | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2015 we will show a 15% drop in OORS reports from January 2014.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| PS 14 will participate in citywide job fairs, check new teacher postings and interview ATRs. We will tap resources at our partner colleges. PD is designed to ensure that all teachers are supported and feel connected to the school community. |
| New teachers participate in "First Fridays" which are meetings designed to assist them in navigating the road to tenure and to find success in the first years of teaching. |

2b. High Quality and Ongoing Professional Development

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| PS 14Q provides a strong PD program for all teachers and paraprofessionals. PDs are provided by master teachers, assistant principals, and teachers who turnkey off site professional development workshops that they have attended outside of the school. The faculty also attend Grade Common Planning periods weekly. PDs are geared toward areas of need as identified by staff and administration. |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day). |
| N/A |

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| PS 14 partners with pre- schools whose students articulate to PS 14. Parents and children visit the school to tour classrooms and to learn about the curriculum. All materials are published in English and Spanish, and many are published in Chinese as well. |
| Our pupil accounting secretary is in contact with pre-school offices so that we can ensure seamless transition of records, including Turning 5s. |

4b. Measures to Include Teachers in Decisions Regarding Assessments

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| There are 29 effectively functioning committees with representation across the grades. These committees lend voices to teachers in the school, including: <ul style="list-style-type: none"> • the MOSL Committee to design assessments • the vertical team, to align curriculum across grades as well as to the CCLS, including rubrics • the Professional Development Team to design Inquiry team support, assessment and data analysis support, and mini-workshops for teachers across myriad topics and taught by teachers for teachers |

4c. “Conceptual” Consolidation of Funds in SWP Schools

| Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes ¹ . To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . On the chart below , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated. | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 863,863.00 | X | 9,12 |

| | | | | |
|----------------------|---------|--------------|----|-------------------|
| Title II, Part A | Federal | 320,563.00 | X | 12 |
| Title III, Part A | Federal | 57,600.00 | X | 12 |
| Title III, Immigrant | Federal | 0 | NA | |
| Tax Levy (FSF) | Local | 8,883,772.00 | X | 9, 12, 15, 17, 20 |

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 14Q The Fairview School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 14Q The Fairview School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

PS 14Q The Fairview School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- 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 to 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.

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

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

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

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

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

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

| Part B: Direct Instruction Supplemental Program Information |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>180</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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: <u>12</u> |
| # of certified ESL/Bilingual teachers: <u>10</u> |
| # of content area teachers: <u>2</u> |

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

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

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

Part C: Professional Development

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

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

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

_____ -Math instruction using ELL strategies

_____ -Test taking strategies for ELLs including how students should navigate translated test and using word to word glossaries during the test.

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|----------------------------------------|-----------------------|--------------------------|
| District 24 | Borough Queens | School Number 014 |
| School Name The Fairview School | | |

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

| | |
|---------------------------------------------------------------------------------------|------------------------------------------------------------|
| Principal Heather Benson | Assistant Principal Janine Chatterton |
| Coach Theresa Colleary | Coach Loretta Fabricant |
| ENL (English as a New Language)/Bilingual Teacher Jennifer Guterrez / gr 1 ICT | School Counselor N. Baez |
| Teacher/Subject Area Claudine Webb | Parent Miriam Espinoza |
| Teacher/Subject Area L. Gerard/ gr 3 | Parent Coordinator Cristina Cruz |
| Related-Service Provider J LaRosa | Borough Field Support Center Staff Member type here |
| Superintendent M. Chan | Other (Name and Title) type here |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 10 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 9 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 8 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 2 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 4 | Number of special education teachers with bilingual extensions | 5 |

D. Student Demographics

| | | | | | |
|------------------------------------------------------|-------------|----------------------|------------|-----------------------------------------------|--------------|
| Total number of students in school (excluding pre-K) | 1767 | Total number of ELLs | 562 | ELLs as share of total student population (%) | 0.00% |
|------------------------------------------------------|-------------|----------------------|------------|-----------------------------------------------|--------------|

Part II: ELL Demographics

A. ELL Programs

| | |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| | <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 |

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|-----------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | 1 | 2 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|-----------------------------------------------------------|-----|-----------------------------------------------------------|-----|
| All ELLs | 504 | Newcomers (ELLs receiving service 0-3 years) | 418 | ELL Students with Disabilities | 103 |
| SIFE | | Developing ELLs (ELLs receiving service 4-6 years) | 86 | Long-Term (ELLs receiving service 7 or more years) | |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|-----------------------------------------|------|-----|-------------------------------------------|------|-----|----------------------------------------------------------|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 109 | | | 14 | | | 0 | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 309 | | | 72 | | | 0 | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| SELECT ONE Spanish | 10 | 34 | 28 | 39 | 38 | 29 | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**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 |

* EP=English proficient student

**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 is for Dual Language Programs Only

| | |
|------------------------------------------------------------------|-------------------------------------------------------------|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|------------------------------------------------------------------|-------------------------------------------------------------|

Freestanding English as a New 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 | 55 | 72 | 75 | 83 | 55 | 57 | | | | | | | | 0 |
| Chinese | 5 | 7 | 6 | 9 | 2 | 7 | | | | | | | | 0 |
| Russian | 0 | 0 | 1 | 0 | 1 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 1 | 0 | 1 | 1 | | | | | | | | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Arabic | 1 | 1 | 2 | 3 | 2 | 1 | | | | | | | | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 1 | 1 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 1 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Other | 1 | 1 | 0 | 0 | 3 | 2 | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------------------------------------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Entering (Beginning) | 33 | 14 | 17 | 19 | 36 | 12 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 14 | 13 | 34 | 9 | 24 | 16 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 6 | 12 | 18 | 16 | 9 | 5 | | | | | | | | 0 |
| Expanding (Advanced) | 4 | 36 | 13 | 50 | 12 | 32 | | | | | | | | 0 |
| Commanding (Proficient) | 0 | 17 | 2 | 9 | 5 | 16 | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | | | | 0 |

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Total | | 17 | 28 | 15 | 16 | 20 | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 41 | 10 | 0 | 0 | 0 |
| 4 | 46 | 13 | 1 | 0 | 0 |
| 5 | 47 | 10 | 0 | 0 | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | 47 | | 12 | | 2 | | 0 | | 0 |
| 4 | 49 | | 13 | | 8 | | 2 | | 0 |
| 5 | 48 | | 15 | | 2 | | 0 | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 12 | 1 | 29 | 1 | 16 | 4 | 4 | 1 | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | | | |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|-----------------------------------------------------------|------------------------|------------------------|------------------------|--------------------------------------------------------------------|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL 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) | 25 | 15 | 8 | 6 | | | | |
| 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here: ELLs' early literacy skills are assessed through various tools - A Ready Gen Assessment enables teachers to get a clear, useful picture of a student's early learning skills. Fountas and Pinnell Running Records Assessments are also included. This gives teachers data regarding guided reading levels for instruction, independent reading levels for stamina and specific skills data in order to differentiate instruction and group work.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: An analysis of the 2015 NYSESLAT proficiency levels shows that kindergarteners taking the test in spring 2015 made great gains in...
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Paste response to questions here: Results of tests by ELLs in English as compared to their native language indicate that our ELLs have much stronger proficiencies in their newly acquired L2(English) than in their native language. Because high stakes tests are meant to raise standards for student learning, ELLs who are tested may be challenged to meet levels of academic achievement higher than ever before. P.S.14Q uses the results from the ELL Periodic Assessment to decide how best to raise ELLs awareness of the typical discourse and formats of standardized testing. Test taking vocabulary, patterns and format are important tools for ELL students to become familiar with. The test results are also used to determine how to approach teaching specific skills to the ELL students. The ELL Predictive gives teachers insight as to the strides the student is making on reading and writing skills as well as familiarity with test taking which may be different in their home educational environment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Paste response to question here: P.S.14Q uses data collected on the ELLs to determine the level RTI support needed when they struggle with language acquisition. The interventions used are systematically applied and derived from best practices in instruction of ELLs. Data used includes summative test results from NYSESLAT and/or State Exams, diagnostic assessments, formative ongoing assessments, classroom work samples with rubrics and attendance. This data allows us to provide multiple entry points. Beside screening, P.S.14Q provides a strong core instructional program in Tier 1 by qualified instructors which develops language and literacy across the curriculum. Along with the core instructional program is the school's instructional focus of linking student's background knowledge and everyday lives to the content. Tier 2 and Tier 3 provides the intervention needed by children not progressing on target. A monitoring and revising of our intervention is always present in our support of ELLs.
6. How do you make sure that a student's new language development is considered in instructional decisions? Paste response to question here: In order to insure that a child's new language development is considered in instructional decisions our teachers attend Professional Development Workshops on ELLs, so that they have a clear understanding of language and literacy development. Additionally, we build upon the linguistic capabilities that the students bring to the classroom. We assess how much familiarity the students have with English, the degree of proficiency in their own languages, any prior school experiences and the opportunities the child has to practice the new language at home. There is a very strong focus on questioning and discussion techniques, including using Visual Thinking Strategies and Socratic Seminar protocols, to help ELLs develop fluency in their new language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here: PS 14 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Paste response to question here: The success of the ELL program is evaluated by looking at both formative and summative assessments, the NYSESLAT and ELL Periodic Assessment as well as student work portfolios, running records and project based rubrics. The Newcomers class is also evaluated in terms of how many and how quickly students move from the silent stage to the emergent stage of language acquisition. We know our program is successful here because in recent years ELLs have made their AYP.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section. Paste response to question here: Newcomer students and parents to our school, are met by our pupil accounting secretary and the parent coordinator. If the parent does not have a friend or relative to translate for him, we provide a translator in order to complete the paperwork. If the parent speaks a language that we cannot provide an in house interpreter for, then we call the interpretation service which is provided by the Dept. of Education. The service is usually able to help us with the initial registration over the phone. If that is not possible, we make an appointment to speak with an interpreter and the parent and also send the paperwork for translation to the translation service. A trained ESL teacher or trained reading specialist is contacted to administer the Home Language Survey in order to determine if the student will be given the NYSITELL. The NYSITELL is administered to all newcomer students whose Home Language Survey indicates a language other than English is spoken in the house. The ESL coordinator collects the HLS and tests the newcomer within ten days of registration. A translated letter is sent home with the results for the parents. The NYSITELL is scanned and results are used to determine English proficiency level, if the newcomer student's home language is Spanish and the NYSITELL determines they are eligible for ESL, the Spanish LAB is also administered and the results used to determine the students' academic level in their native language. The ESL coordinator keeps copies of all the newcomers' Home Language Surveys and parent choice paperwork, originals go in the cum folder.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work). Paste response to question here: At registration, the parent, through translation is advised of the NYSITELL test which will determine their child's level. The parent is also invited to the next parent orientation meeting and given a packet in their language to fill out. If they cannot make the meeting, the parent is given a parent guide and time permitting, watch the video, then advised of their choices.

At enrollment, parents are interviewed with regard to students' academic records. Records that are incomplete or reveal gaps in enrollment promote additional questions and deeper discussions with parents.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: All Special Education teachers, the IEP team, including the school psychologist, uses SESIS to access IEPs. The Pupil Accounting Secretary gives the list of new students weekly to the Special Education AP who checks with the IEP team to locate newly enrolled IEP students. ELL's who are served by an IEP, an IEP team determines a student's eligibility for special education services and the language in which special education programs and services are to be delivered.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: At registration following the informal interview, parents are informed that their child will be given the NYSITELL and the Spanish LAB if applicable. The ENL coordinator then notifies parents of newcomers and sends an entitlement or non entitlement letter as per the NYSITELL results. Parents are given a confirmation of their program choices for their child.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here: Upon registration, families are informed of family and student rights as part of the intake process. Parents are given an informal interview at registration, during which the student's language needs are discussed according to the HLIS. Parents (through translators) are informed that their child will be tested (NYSITELL) and the results sent to them by letter in their language. Parents are informed that they can appeal the decision by contacting ELL coordinator or school within 45 days of registration. Letters to parents are copied and filed in student's CUM folders.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: Upon registration, parents are informed of the options for bilingual and ESL programs at PS 14 as part of the intake process. Information is explained in the parents' native language in person or via phone translation services. The ESL coordinator administers the NYSITELL within 10 days of the student's admission, and informs parent of results in their language and student's class placement according to the parent's selection. The parent selection is consulted after student takes the NYSITELL. If we do not have the selected program, the student's name is placed on a list, kept by ESL coordinator (certified TESOL). When the list reaches 15 students in two consecutive grades, the parent will be informed and can then make the selection again. Meanwhile, the student is placed in the parent's second choice program. The ELL coordinator sends the parents a placement letter. All letters are double sided in English and the native language. The pedagogue is a certified TESOL teacher.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: Upon registration, parents are informed of the options for bilingual and ESL programs at PS 14 as part of the intake process. Information is explained in the parents' native language in person or via phone translation services. Pupil accounting secretary and the attendance team and the parent coordinator call and follow up as needed. Parent Surveys are copied by the ELL coordinator (licensed TESOL) and the originals are placed in the student's record folder. Copies are kept on file in the ELL coordinator's office for 2 years. The ELL coordinator maintains a list of parents who requested programs that were not available at time of registration, when a program becomes available the ELL coordinator either calls the parent to arrange a meeting or sends a letter home in preferred language to inform parent of availability. The parent then determines what program their child should be in.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: Upon registration, parents are informed of the options for bilingual and ESL programs at PS 14 as part of the intake process. Information is explained in the parents' native language in person or via phone translation services. Pupil accounting secretary and the attendance team and the parent coordinator call and follow up as needed. The ELL coordinator maintains a list of newcomer students and their HLIS, and parent selection survey, as well as, student's NYSITELL results. Parents who have not completely filled out forms are called by translators (in school) and asked to either come for a meeting with the ELL coordinator or to complete the paperwork at home and return it to the ELL coordinator who will copy documents and place originals in record folders.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: Upon registration, parents are informed of the options for bilingual and ESL programs at PS 14 as part of the intake process. Information is explained in the parents' native language in person or via phone translation services. Pupil accounting secretary and the attendance team and the parent coordinator call and follow up as needed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: The pupil accounting secretary and the ELL coordinator meet biweekly to ensure that data is coordinated and files appropriately. The ELL coordinator makes copies of all completed HLIS letters, non-entitlement and entitlement letters. The original HLIS goes into student record folders and copies of other letters are placed in student's record folders. The ELL coordinator also keeps a copy of letters for two years.

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: NYSESLAT scores determine if parents receive continued entitlement letters or transitional support letters if students have reached proficiency. Letters are sent home according to parent's preferred language and in English. The ELL coordinator uses the RELC and RLAT report to ensure that all ELL students receive parent notification letters and that they are returned signed. Second notices and phone calls are made by the ELL coordinator and parent coordinator for letters that are not returned in a timely fashion. Copies of letters are kept in the ELL coordinator's office. Parents are accommodated with any change of program that they deem beneficial to their child. Information is inputted into the BNDC and ELPC screens.

13. 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? 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 as per Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
Paste response to questions here: push in / pull out as best serves the child; groups by grade level and NYSESLAT Proficiency levels
Paste response to questions here: ELL self-contained classes and Bilingual classes receive the mandated number of instructional ESL minutes during their ELA and Reading periods daily, as well as content based ENL. Spanish bilingual classes deliver NLA for one period daily (50 minutes). Bilingual classes also deliver 2 periods (100 minutes) daily of ELA using ESL Strategies including vocabulary, grammar and English usage. Self-contained classes encompass beginner, intermediate and advanced students. All students get the maximum amount of ESL instructional minutes (100 minutes daily) because teachers use ESL methodology throughout the day. Push-in ELL teachers work with ELL students during their ELA periods by grouping all the ELLs together making sure they receive the instructional minutes they are entitled to. Newcomers, less than one year, are given the opportunity to receive instruction in an ungraded newcomers class specifically designed for the purpose of transitioning students into the new school environment. Language acquisition is a priority in this class enabling students to move from the silent stage into the emergent language stage. Additionally, newcomer students who are required to take the state exams are provided additional support through RTI Tier 2 and Tier3, After School ELA/Math Test Review and the Saturday Academy.
 - b. TBE program. *If applicable.*
Paste response to questions here: whole class; by grade; class travels as a group; 1 period / day NLA integrating SS and Science into NLA; heterogeneous groupings. In Spanish Bilingual classes, content areas are delivered in both English and Spanish aligned to the L1 and L2 levels in the class. Vocabulary is delivered in both languages. Students are tasked with answering questions in groups - sharing in English and Spanish. Students also are led through higher order questions for math, social studies and science ensuring a deeper understanding of the content and using academic vocabulary orally. TBE teachers use pictures, charts, maps, content academic vocabulary words walls and timelines in order to make lessons more visual for students. Students are also instructed in the use of graphic organizers to help consolidate their thoughts. ESL teachers also use visuals and manipulatives to support ELL students in content area subjects. Sheltered English provides ELLs with content area instruction on their grade level. Teachers in ELL classes build on students prior knowledge, demonstrate and increase their wait time for answers, giving ELLs time to formulate their answers. Teachers also model answers using academic vocabulary. ELL students are provided content area - word to word glossaries in their language in order to support higher level questioning in content areas. Additionally, the common core shifts can be seen in these classes as ELL students are introduced to evidence-based questions and answers which are supported by informational text and the continued use of academic vocabulary.
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here: ELLs whose proficiency levels are EN and EM are provided 360 minutes a week of content area and ENL components designed to develop skills in speaking, reading, writing and listening in English. Students with proficiency levels of TR and EX are provided 180 minutes per week and commanding level students are provided at least 90 minutes of ENL instruction a week to help them transition.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Paste response here: Paste response to question here: In Spanish Bilingual classes, content areas are delivered in both English and Spanish aligned to the L1 and L2 levels in the class. Vocabulary is delivered in both languages. Students are tasked with answering questions in groups - sharing in English and Spanish. Students also are led through higher order questions for math, social studies and science ensuring a deeper understanding of the content and using academic vocabulary orally. TBE teachers use pictures, charts, maps, content academic vocabulary words walls and timelines in order to make lessons more visual for students. Students are also instructed in the use of graphic organizers to help consolidate their thoughts. ESL teachers also use visuals and manipulatives to support ELL students in content area subjects. Sheltered English provides ELLs with content area instruction on their grade level. Teachers in ELL classes build on students prior knowledge, demonstrate and increase their wait time for answers, giving ELLs time to formulate their answers. Teachers also model answers using academic vocabulary. ELL students are provided content area - word to word glossaries in their language in order to support higher level questioning in content areas. Additionally, the common core shifts can be seen in these classes as ELL students are introduced to evidence-based questions and answers which are supported by informational text and the continued use of academic vocabulary.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Paste response to question here: Teachers in Bilingual classes give tests in Spanish in conjunction with their content area instruction. Teachers also give translated versions of the diagnostic tests available. Teachers use informal evaluation and transition to more English as the school year progresses. Bilingual teachers assess their students NLA with vocabulary tests and reading levels in Spanish, students are assessed at their entry level in NLA and grouped accordingly. Formal assessments include translated math test, science tests and social studies.

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

Paste response to question here: ELLs in Bilingual and ENL classes are encouraged to respond to higher order questions with the aid of sentence starters and NL assistance if possible. Reading and writing groups are formed with ELLs expected to contribute to the task. Listening is incorporated into all subject areas, as a form of directions (using academic words) and as a source of instruction from a video or oral lessons.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

e. Former ELLs are given an additional 90 minutes of ENL support for two years after they reach proficiency. Commanding ELLs are supported in reading and writing by ENL teachers and also given additional time to complete standardized tests.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Paste response to questions here: In data team meetings, teacher analyze trends for all students to ensure positive growth is made.

Where students begin to slow their progress, students' records including their work samples are discussed within the SIT committee to assign additional supports as needed.

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

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | <u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | <u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

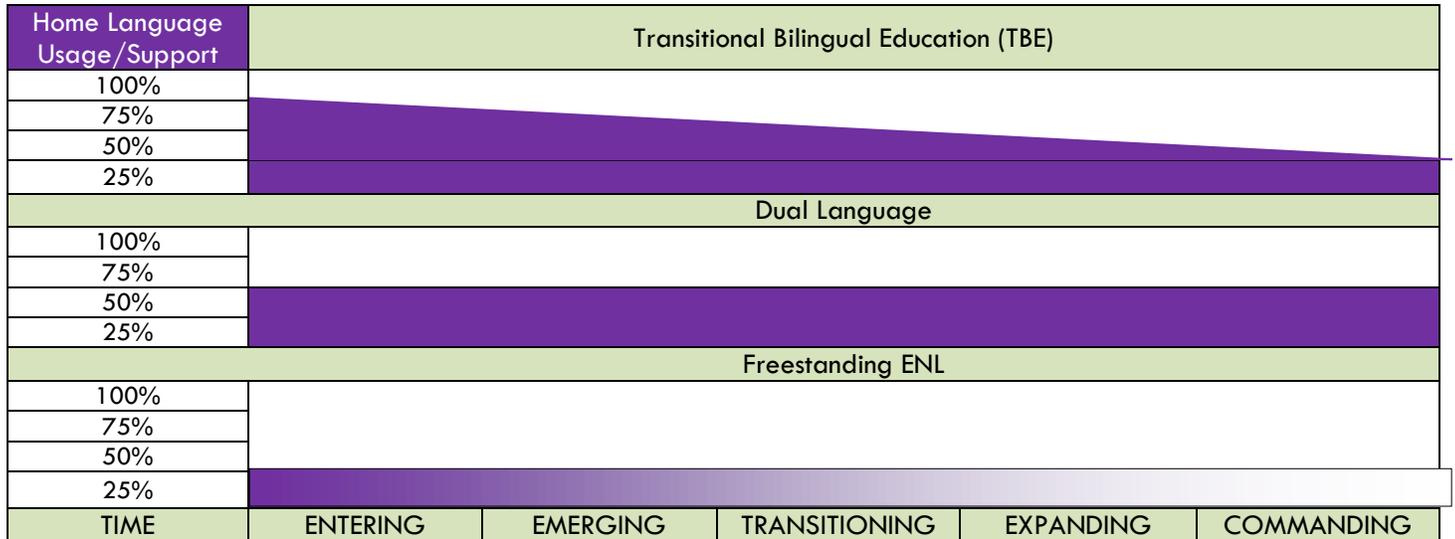


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: To ensure that our ELL population has an adequate opportunity to acquire a second language the following targeted interventions are being implemented; participation of ELLs in the RTI Program using Passport/Voyager, Ticket to Read, Myon, Imagine Learning, Foundations, Go Math and Ready Gen Phonics. ELLs participate in the Saturday Academy and use technology to support their learning. They are provided with differentiated instruction in small groups and flexible grouping. RTI provides At-Risk ELL students additional practice to support their language needs. Support ranges depending on student need, two or more periods per week.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Our current programs for ELLs, Spanish Bilingual and ESL self-contained, give our ELL population targeted opportunity to acquire a second language. These programs are aligned to the Common Core Learning Standards in ELA and mathematics and support content instruction.
12. What new programs or improvements will be considered for the upcoming school year?
PS 14 is partnering with The Rose Institute for Learning and Literacy and the Reading Reform Foundation and Deputy Chancellor Rello- Anselmi's office to implement the Spalding program in 3 classrooms and Rtl groups in the early grades. Materials have been purchased in Spanish to support Ready Gen. Also, Imagine Learning will grow to support more students than the 25 licenses we have currently.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: Rosetta Stone, though it would be successful, does not work on our tech systems and is therefore not being used.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: All ELLs in our school have access to a Saturday Academy which is designed to supplement academic achievement. The three hour, weekly program uses ELL strategies to supplement Math and ELA skills as well as ESL modalities of listening, speaking, reading and writing. The small group setting allows teachers and students to focus in on areas of need. All ELLs also have the opportunity to join clubs and participate in the Arts Program at school. Students are also invited to a Summer ELL Program which enables them to build on L2 acquisition.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: Instructional materials to support ELLs are: Ready Gen, Ready Gen Phonics, Sadlier Phonics, Ticket to Read, MyOn, PBSKid.org, GoMath, NYSESLAT Practice Booklets, Shared Reading, Imagine Learning, ABCYA.com, Ticket to Read, Foundations and Starfall.com.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: TBE: Instruction in students' native language as well as ESL component. Vocabulary in L1 and L2 and clear directions in L1 and L2. ESL: Instruction is in English therefore students are able to work with buddies who speak L1, teacher also offers directions in L1 if possible. Students have word to word dictionaries as well as glossaries for content area vocabulary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: All services are aligned with student grade levels. Vocabulary and content area material is aligned with CCLS for the student's grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: Newly enrolled ELL students are programmed into a Newcomer Class. This class allows new ELL students to receive instruction in an ungraded class designed for the purpose of transitioning students into the new school environment. Language acquisition is a priority in this class as well as content area vocabulary in math and science. Students are "graduated" from this class into a self-contained ELL class or Bilingual class when certain benchmarks are achieved.
19. What language electives are offered to ELLs?
Paste response to question here: none
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: To ensure that our ELL population has an adequate opportunity to acquire a second language the following targeted interventions are being implemented; participation of ELLs in the RTI Program using Passport/Voyager, Ticket to Read, Go Math, Foundations (grades K-2) and Ready Gen Phonics. ELLs participate in the Saturday Academy and use technology to support their learning. They are provided with differentiated instruction in small groups and flexible grouping. RTI provides At-Risk ELL students additional practice to support their language needs. Support ranges depending on student need, two or more periods per week.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

All teachers attend Monday afternoon PD days, which include an array of offerings for teachers of ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here: Fifth grade students visit IS 61 to which most of our students feed for 6th grade. There they meet future teachers and tour the building, and they listen to a presentation about what to expect in middle school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

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

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here: Documents are maintained by the principal and by office staff, and are logged in DOE systems. Every teacher, as well as the Parent Coordinator, maintains records on communication to parents, and the data is updated weekly in parent engagement notebooks.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here: Workshops are provided on a variety of topics to foster parental involvement weekly by teachers and the guidance team (Tuesday afternoons), bimonthly (on Fridays by the parent coordinator), during PTA meetings monthly, and on 2 parent nights throughout the year .

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: P.S.14Q partners with the Queens Museum and the Hall of Science to support ELL students and their families through workshops and information services of interest to ELL families.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Paste response here:

School Name: The Fairview School

School DBN: 24Q014

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|-------------------------------------------------------|-----------|-----------------|
| Heather Benson | Principal | | 10/30/15 |
| Janine Chatterton | Assistant Principal | | 10/30/15 |
| Cristina Cruz | Parent Coordinator | | 10/30/15 |
| Loretta Fabricant | ENL/Bilingual Teacher | | 10/30/15 |
| Miriam Espinoza | Parent | | 10/30/15 |
| Claudine Webb | Teacher/Subject Area | | 10/30/15 |
| | Teacher/Subject Area | | |
| Theresa Colleary | Coach | | 10/30/15 |
| | Coach | | |
| Nora Baez | School Counselor | | 10/30/15 |
| Madelene Chan | Superintendent | | 10/30/15 |
| | Borough Field Support Center Staff Member _____ | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q014** School Name: **The Fairview School**
Superintendent: **M. Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents we disseminate include:

Monthly Newsletter

Monthly Calendar of Events

Notices about school closings and half days

Notification of PTA meetings, parent workshops, parent engagement events

Notification of community opportunities

Curricula overviews grade by grade

How to access data on line via instructional web site on your individual child

Policy and Procedure Notices

Our new website PS14inCorona.org will go live in September 2015 and will include a feature to translate all text on the web site into any language. All families, including extended family members and caretakers will be able to access all content on the web site in all languages. The new phone system has all menus listed in English, Spanish, and Chinese. Although the letters that we write and send home are to be translated in Spanish and Chinese only, the memos are posted on the web site and include instructions to paste and translate the text from these memos into Google Translate so that parents are able to understand all communication from the school.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face-to-face meetings include:

Parent Curriculum Nights

Parent /Teacher Conference Nights

PTA meetings monthly

Tuesday afternoon Parent Engagement Workshops

Tuesday parent engagement one-on-one meetings

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

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

P.S.14Q provides in house written translations where necessary in Spanish, Chinese and English. Our teachers and support staff can supply most translations. However, we do make use of the Translation and Interpretation Unit of the DOE for more immediate needs of language that cannot be interpreted at the school. Additionally, the website PS14inCorona.org will go live in September 2015 and will include a feature to translate all text on the web site into any language. All families, including extended family members and caretakers will be able to access all content on the web site in all languages. The new phone system has all menus listed in English, Spanish, and Chinese

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

P.S.14Q provides in house translation where necessary in Spanish, Chinese, Italian, Arabic, Punjabi and French. Our teachers and support staff supply most translations. However, we do make use of the Translation and Interpretation Unit of the DOE for more immediate needs of language that cannot be interpreted at the school. All families, including extended family members and caretakers will be able to access all content on the web site in all languages.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff are notified of the translation services and the over-the-phone interpretation service via email and with training by the front office staff, including the Parent Coordinator and the Pupil Accounting Secretary. Materials are available in the main office for all teachers and are distributed at the start of each year to support teachers' communication efforts with parents.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are included in all aspects of decision making in our school. Feedback is gathered at PTA meetings, SLT meetings, via Surveys at PTA meetings where data is collected, and via Surveys distributed whole school and collected and tallied by the PTA and front office staff.