



**PS 114
RYDER ELEMENTARY SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: D18/ BROOKLYN/ 114
ADDRESS: 1077 REMSEN AVE.
TELEPHONE: 718-257- 4428
FAX: 718-649-5236**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 114 **SCHOOL NAME:** RYDER ELEMENTARY SCHOOL

SCHOOL ADDRESS: 1077 REMSEN AVE.

SCHOOL TELEPHONE: (718)-257-4428 **FAX:** 718-649-5216

SCHOOL CONTACT PERSON: Charmaine Luke **EMAIL ADDRESS:** Cluke5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: James Orr

PRINCIPAL: CHARMAINE LUKE

UFT CHAPTER LEADER: MARIE SHALBINSKI

PARENTS' ASSOCIATION PRESIDENT: Crystal King

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND CFN INFORMATION

DISTRICT: 18 **CHILDREN FIRST CFN (CFN):** 602

CFN LEADER: JULIA BOVE

SUPERINTENDENT: BEVERLY WILKINS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Charmaine Luke	*Principal or Designee	
Maria Shalbinski	*UFT Chapter Chairperson or Designee	
Crystal King	*PA/PTA President or Designated Co-President	
James Orr	Title I Parent Representative (suggested, for Title I schools)	
Theresa Marsh	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Denise Mangino	Member/Teacher	
	Member/Teacher	
Sabrina Wright	Member/Parent/ Chair Person	
Choral Headley-Nelson	Member/Teacher	
Michelle Simmons	Member/Parent	
Giselle Jackson	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 114, The Ryder School, is dedicated to the task of providing all students with the finest education. Our mission is to provide a learning environment which respects and reflects our cultural diversity and is committed to teach, motivate and challenge all students, including Special Needs and Limited English Proficient students towards achieving high standards for themselves. The school provides a high quality, standards-based educational program that allows every child to blossom. We seek a collaborative environment which provides rich learning opportunities through which our students will fulfill high academic, emotional, social, aesthetic, and physical potential. At P.S. 114, parents, students, educators and the community are active participants in the total learning process.

PS 114 takes pride in the fact that it is a well maintained, 100 year + building.

We provide for all students the foundation on which to lay the bricks for academic success. Literacy for all is our mission. In addition to Reading and Writing workshops our upper grades also have a Literacy period where students are provided with literacy skills that addresses their individual needs be it intervention or enrichment. Through standards-driven and differentiated instruction, a supportive environment, and the development of all necessary life skills we create a learning environment that will enrich our students throughout their academic careers and their lifetime.

Monthly grade assemblies, vocal music, and school wide shows provide opportunities for students to develop talents and find expression. Our school day is extended for Success Academy where participating students receive intervention or enrichment in reading and mathematics.

Each of our classrooms has computers that are used as an integral part of daily classroom life. Students have internet access that helps them develop research skills. A culminating activity may be an individual student's Power Point presentation. Each student creates a writing portfolio that displays samples of their work in each of the four genres. These pieces represent the specific elements of the standards for each of the following categories: Narrative Account, Narrative Procedure, Response to Literature, and Informational Writing.

This pre-kindergarten to fifth grade school serves a population of approximately 850 students from culturally diverse backgrounds. The school is a central part of the Brooklyn community to many of the students and their families. An after school homework help program in addition to an monthly Friday night family movie night, makes PS 114 an integral part of the community.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” [Pre-populated SDAS data is updated twice yearly.](#) Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Ryder Elementary				
District:	18	DBN #:	18K114	School BEDS Code:	331800010114

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	21	18	18		92.7				
Kindergarten	93	118	93						
Grade 1	144	140	136	Student Stability: % of Enrollment					
Grade 2	152	146	140	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	127	170	143		89.7				
Grade 4	127	170	160						
Grade 5	148	141	153	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					68.9	68.9	83.7		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					19	16	12		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					14	14	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	21	24	31						
No. in Collaborative Team Teaching (CTT) Classes	8	13	13	Principal Suspensions	95	116	208		
Number all others	26	27	27	Superintendent Suspensions	22	21	39		

DEMOGRAPHICS

These students are included in the enrollment information above.

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only		76	60	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	64	61	
				Number of Administrators and Other Professionals	19	16	
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	6	7	
(As of October 31)	2007-08	2008-09	2009-10				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	0.6	0.7	.11	Percent more than two years teaching in this school	71.9	77.0	
Black or African American	84.5	85.5	86.6	Percent more than five years teaching anywhere	59.4	60.7	
Hispanic or Latino	10.6	9.4	8.7	Percent Masters Degree or higher	83.0	84.0	
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.0	.93	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.2	86.1	
White	3.2	2.8	2.92				
Multi-racial			.11				
Male			50.2				
Female			49.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	D	Overall Evaluation:	
Overall Score	16.00	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	0.0	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	0.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	12.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

- What student performance trends can you identify?
Inconsistent gains have been made in the past several years.
 - What have been the greatest accomplishments over the last couple of years?
Creating Grade teams to provide conversations and support for equitable learning opportunities for all students and assessment practices across subjects.
 - What are the most significant aids or barriers to the school's continuous improvement?
Despite implementation of grade teams, some traditional academic practices persist along with resistance to new trends. Reduced funding streams have limited /hampered progress in addressing this issue.
-

Our Strengths:

- Some grade leaders have made a good start in modeling good assessment practice to their colleagues.
- Students are generally eager to learn and, when given well-planned opportunities in lessons, are well motivated.
- Some teachers are beginning to make the curriculum relevant to different students' needs, in line with the school's vision.
- Parents appreciate that most teachers are welcoming should they have concerns about their children's learning.

Our Challenges:

- To ensure that clear expectations, structures and systems are developed and communicated to support our planned improvement, and that priorities include clear actions, success criteria and timescales for achievement.
- Train teachers in the use and interpretation of data, and to use this information consistently in planning lessons to fully challenge all students.
- Train teachers in the use of strategies to support ESL and high needs students.
- Make better use of data analysis in understanding the performance of sub groups of students and in planning action to address any underachievement.
- To establish clear management roles and responsibilities, that ensure that teachers are supported in understanding what is expected of good classroom practice, and that this is seen consistently in all lessons.

- Set and communicate precise goals for individual students' achievement based on their past performance, and make better use of these in setting and monitoring progress towards whole school goals.
- Improve communications with parents so that they are more involved in the school and, particularly, in relation to the progress made by their children towards their goals.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, *Persistently Lowest-Achieving (PLA)*, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

(Goal 1)

By June 2011 to increase the performance of students in literacy with a special focus on reading by improving teachers' ability to use data to plan and implement differentiated instruction.

(Goal 2)

By June 2011 our students with special needs will show an increase of 5 % on NYS ELA and Mathematics tests. Teachers will utilize each students IEP and current assessments to identify areas of need and develop task analyses to scaffold their learning. Conferencing notes, unit tests and interim assessments will support both teacher and students in understanding needs and gains made.

(Goal 3)

By June 2011, to improve the capacity of the K-2 teachers to administer the ECAM in order to maintain a record of students mathematics performance in the early grades. By June 2011, to increase the performance of students in mathematics by improving teachers' ability to use data to plan and implement differentiated instruction.

(Goal 4)

By June 2011, our parent involvement attendance will increase by 10%

(Goal 5)

By June 2011, to create a professional learning community focused on the effective use of data and best practices.

(Goal 6)

By June 2011 to improve school tone, creating a safer and more orderly environment that supports increased student achievement and develops better methods of communication with staff and parents.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Differentiated Instruction
Goal 1

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • Goal 1. To increase the performance of students in literacy with a special focus on reading by improving teacher’s ability to use data to plan and implement differentiated instruction. • By June 2011, there will be an additional %5 migration of students from each performance level up through level 4.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Provide common planning time for teachers to meet and engage in discussion with the instructional learning team (Principal and A. P.’s and lead teachers) on a weekly basis to analyze data generated through formative and summative assessments in order to plan targeted instruction. 2. Assistant Principals and Principal, and Network staff will train teachers in the collaborative inquiry process focused on improved student learning. Sept. –Oct. 3. Assistant Principals and Principal will conduct focused walk-throughs based on weekly targets in order to provide teachers with immediate feedback about teaching practice and observable student learning. 4. Teachers will engage in regular and consistent monitoring of student progress using multiple data (TC Pro, interim assessments, school designed, and teacher made summative and formative assessments in order to ensure that assessments are valid and reliable)sources to produce monthly student progress reports based on these data sources to guide daily instructional practice. 5. Principal will set aside funds to provide teacher coverage for professional development workshops outside of the building or within the building when a large group PD is being presented. Oct. –Dec. /Jan. -March 6. Administration will provide professional development workshops either in the building and/or by Network team to support teachers in planning for and implementing differentiated instruction as well as using online resources (ARIS) to assign individualized task based on student data. Nov. PD/ Jan.-March

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> 1. PD for all teachers including out of classroom staff. 2. CFN Specialists, ASCD Consultants, on-line PD and administration provide support for implementation FSF and Title 1 funding 3. Resources (videos and professional literature) will be provided 4. Schedule common preps 5. Fund two Assistant Principal positions. <p>Title II, Part A, TL CFN Support, Tax Levy</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 6. Focused walk throughs, formal and informal observations by APs and Principal 7. Teacher lesson plans and curriculum maps will show the use of data in planning and aligning strategies and skills 8. Student progress will be evidenced in multiple data sources and student work 9. A greater percent of students in grades K-2 meeting or exceeding their benchmark level during TCRWP assessment cycles 10. During literacy teachers will provide direct whole class and individual instruction on comprehension strategies that address the needs of the students in their literacy groups 11. Students self-reflection, checklist will provide important information about student learning 12. Teacher written self-evaluation will provide information about teacher improvement and targeted area for improvement. By June 2011, there will be an additional %5 migration of students from each performance level up through level 4. 	

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual

goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Sub-Group Achievement Goal 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 our Students with Special Needs Population will show an increase of 5 % on NYS ELA and Mathematics test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Professional Development for grades 3, 4, and 5 special education teachers to develop alternate strategies ensuring differentiated instruction ongoing from November through June 2. Administration, and classroom teachers will participate in study groups to analyze data and plan for instruction during monthly administrative grade meetings 3. IEP teacher, administrators and ICI Specialists will model differentiated lessons 4. Monthly Special Education meetings will be held to examine student work, data and support differentiation of instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 5. Administrators, CFN Support Staff, SETTTS Teacher, and IEP Teacher support the development of alternate strategies and differentiated instruction ongoing throughout the year 6. The SETTTS Teacher and IEP Teacher will work with 3rd, 4th, and 5th grade students 3x's per week-Tax Levy 7. Available On-line PD <p>TL CFN Support, Title 1 ARRA SWP, TL, Fair Student funding, Title II, Part A, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 8. Interim Assessments will show evidence of progress-as given by the city 9. TC Assessment Pro reading assessment 3x's per year/gain 1 level per assessment period 10. Authentic Classroom Assessments-monthly review 11. Predictive Exams-as given by the city 12. Classroom Teachers Conference Notes-monthly review

Subject/Area (where relevant): Mathematics
Goal 3

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the performance of students in mathematics by improving teachers’ ability to use data to plan and implement differentiated instruction. By June 2011, there will be an additional %5 migration of students from each performance level up through level 4.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Provide common planning time for teachers to met and engage in discussion with the instructional learning team (Principal and A.P.’s and lead teachers) on a weekly basis to analyze data generated through formative and summative assessments in order to plan targeted instruction. 2. Train teachers in the collaborative inquiry process focused on improved student learning 3. Provide ECAM training for K-2 teachers 4. Conduct focused walk-through based on weekly targets in order to provide teachers with immediate feedback about teaching practice and observable student learning. 5. Provide weekly professional development either in house and/or by Network instructional team to support teachers in planning for and implementing differentiated instruction based on resulting formative assessment data. 6. Align resources and instruction with NYS standards to map curriculum according to specific grade and student needs determined by analysis of multiple data sources. 7. Regular and consistent monitoring of student progress using multiple data sources (interim assessments, school designed and teacher made summative and formative assessments. (Every six weeks)) 8. Progress reports and monthly newsletters sent home to families to keep them abreast of the schools’ short term and long term goals, general expectations for students’ performance and school’s expectations for on-going family support. 9. Provide monthly parent workshops on how to use ARIS to monitor student progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Professional development provided by CFN Specialists-TL CFN Support 2. Program common prep periods to facilitate a learning community 3. Establish on each grade team learning communities, K-2, 3-5 and special ed. 4. On-line PD support TL FSF Legacy Teacher Supplement-teacher support TL Data Specialist-for managing data systems Title II, Part A, Tax Levy

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Focused walk-throughs, formal and informal observations; on-going 2. Student progress will be evidenced in multiple data sources 3. Teacher lesson plans and curriculum maps will show the use of data in planning and aligning strategies and skills 4. Student progress will be evidenced in multiple data sources and student work 5. Students will be able to articulate their strengths and areas of growth in mathematics 6. Students self-reflection, checklist will provide important information about students learning 7. Teacher written self evaluation will provide information about teacher improvement and targeted area for improvement 8. Agendas from all team meetings will document the planning, content and next steps
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Subject/Area (where relevant): Parent Involvement Goal 4

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, our parent involvement attendance will increase by 10%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Launch a Family School Library Program where parents and students can use library resources. 2. Conduct monthly introduction to ARIS workshops 3. Provide family literacy workshops and activities, monthly 4. Conduct ESL classes for parents, every week-end 5. Provide student recognition and award ceremonies, monthly at PTA meetings 6. Conduct Understanding the IEP, ELA and Math workshops, every 2 months 7. Publish a monthly Newsletter on each grade 8. Establish a protocol for school-parent communication 9. Distribute an interim Student Progress Report 3 times per year 10. Partnership with learning leaders to train parents as literacy partners in the classroom 11. Conduct Parent Tea celebrations to increase parent participation in school program, quarterly

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Parent coordinator facilitate ESL and ARIS classes 2. PTA President 3. Administration 4. Guidance Counselors 5. Support staff to conduct workshops 6. Grade Teacher Teams <p>Funds from Title 1 %1 set-aside and Title 1 ARRA %5 set-aside for Parent involvement, tax levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Parent meeting agendas 2. Attendance sheets 3. Parents email addresses/logs 4. Attendance sheets, agendas/flyers for school events 5. Response on DOE parent survey 6. Newsletters 7. Increased attendance at Parent Teacher conferences

Subject/Area (where relevant): Professional Learning Community Goal 5

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To create a professional learning community focused on the effective use of data and best practices. By June 2011, 95% of teachers will participate in collaborative inquiry teams focused on the effective use of data and best practices to improve student learning.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Adjust school schedule to provide two periods for common planning on each grade per week. 2. Provide opportunities and professional support for teachers to collaboratively identify areas of focus for teacher teams. 3. Professional development on the collaborative inquiry process, analyzing student work, and the effective use of data provided in house and by network. 4. Teacher teams will use at least one common prep per month to look at student work and one common prep to analyze data. 5. Successful researched based strategies will be selected and shared 6. Inquiry Team reports during faculty conferences and grade team meetings, monthly. 7. Create central and sub-team communities in ARIS

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. CFN personnel available for professional development 2. Two Assistant Principals (Title 1 10% Teacher improvement) 3. ICI CFN Leaders <p>TL-CFN Support and TL1 ARRA, TL DATA Specialist, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Formal and informal observations, focused walk throughs, formal and informal observations will evidence use of research based strategies, increased rigor and student engagement 2. Attendance and agendas for teacher team meetings 3. Attendance and agendas for professional development 4. Progress of students in inquiry group will be evidenced in multiple data sources

PBIS-2010-2011

Subject/Area (where relevant): Goal 6

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011. We will improve school tone, decreasing number of incidents/infractions by 50%, creating a more orderly environment that supports increased student achievement and develop better method of communication with staff and parents. BY June 2011, there will be a %5 decrease in the number of principal and superintendent suspensions compared to the previous year through the use of a school wide discipline program.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Provide professional development in classroom management and intervention strategies and in-class support provided by Educators for Social Responsibility (funded through network grant) Oct. – Dec. 2. Implement school-wide discipline program (PBIS) with school culture and Discipline Team and data monitoring system. Sept. –Dec. 3. Review last year’s suspension data to identify and prioritize critical areas needing additional support. Implement school-wide support for parents, etc. Ensure that communication with, to and from teachers is improved by providing time for groups of teachers to meet to dialogue about next steps in school safety concerns, next instructional steps and to participate in planning big events and celebration as they impact teacher and student performance 4. Partner with Kings county hospital to establish Mental Health Wellness Center 5. 5% increase of students participating in service learning projects. 6. Provide targeted assistance in the form of supplies, uniforms, mentoring and tutoring for

	homeless students and families identified in suspension data using funding provided by the office of Student and Youth Development- on-going
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ol style="list-style-type: none"> 1. School Dean/Intervention specialist position supported by Guidance, SBST and SAPIS worker 2. Reduce number of occurrences <p>Title 1 SWP, Title II, Part A, Tax Levy</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ol style="list-style-type: none"> 1. Reduce number of occurrences, principal and superintendent suspensions 2. 5% increase in percentage of students engaged in service learning projects 3. Increase the number of teachers who volunteer to take part in events at the school level 4. Improvement of safety and respect through implementation of the PBIS program 5. Increased positive responses to the monthly survey from teachers about their own learning. Student learning and opportunities to communicate with members of the administration.

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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	0	0	0	7	0	3	0
1	66	66	0	0	2	0	1	0
2	77	76	0	0	4	1	2	0
3	94	94	0	0	3	8	0	5
4	78	70	78	0	4	0	0	2
5	82	72	82	70	5	16	3	3
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Grades 3, 4, and 5 have a scheduled intervention/enrichment period 3 times per week providing targeted instruction in a reduced class size. • AIS Teacher pull-out/push-in model during the school day • Wilson Program utilized by Special Education Teachers in small groups during the day • Test readiness taught in small group after school
Mathematics:	<ul style="list-style-type: none"> • AIS pull-out/push-in model during the school day • Small group instruction during extended day • Test readiness taught in small groups after school
Science:	No AIS support will be provided for students in this content area.
Social Studies:	AIS support will be given to three groups of fifth grade students prior to the Social Studies exam.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Small group and individual counseling provided to identified at risk population • Heartwood Institute character education program utilized
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Individual counseling provided for at risk students • Chat groups (small groups dynamic for at risk students) devised to promote appropriate social interaction on a bi-weekly basis
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Individual counseling provided to at risk students • Family outreach

At-risk Health-related Services:

A three day asthma workshop will be provided for students in grades 3,4, and 5, by school health professional.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)
NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 1-5 _____ Number of Students to be Served: 60 LEP _____ Non-LEP _____

Number of Teachers 5 Other Staff (Specify) Administrator

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: P114 BEDS Code: 331800010114

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) - 3hrs. x 15 days x 5 Teachers @ \$49.89 - 3hrs. x 15 days x 1 Admin. @ \$52.21 - 1hr. x 1 day x 5 Teachers @ \$22.72	\$13,688.30	45 hours for 5 ESL & General Ed. Teachers to support ELL students: 3 hours x 15 days x 5 teachers x \$49.89 (per session rate with fringe) = \$11,225.25 45 hours for 1 Administrator: 3 hours x 15 days x 1 Admin x \$52.21 (per session with fringe) = \$2349.45 1 hour for 5 ESL & Gen Ed. Teachers for training session: 1 hour x 1 day x 5 Teachers x \$22.72 (training rate)=\$113.60
Purchased services -		
Supplies and materials - Books - Audio Books - General Supplies	\$1311.70	Leveled Books – Scholastic Kits 2 @\$325.00 each= \$650.00 Playaways – 8 @ \$45.00 each = \$364.00 Paper, pencils, pens, notebooks, classroom supplies = \$397.70
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At PS114, each parent or guardian is given a Home Language Survey to fill out at the initial registration of the student. This is our first method of determining language interpretation needs. An ESL teacher is present at registration. The teacher converses with parents and makes note of language needs. The Parent Coordinator sends the ESL teacher notices of language or interpreter needs. At PTA meetings the parent coordinator distributes parent surveys which ask about language interpretation needs.

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

Inasmuch as many of our parents have limited English ability, translators are often needed at meetings involving students and parents. This will also be helpful for parent teacher conferences, individual conferences between parents and faculty member, PTA meetings and parent workshops. Results of our findings have been reported to the PTA as well as the Parent Coordinator.

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

Part B: Strategies and Activities

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

Written translations will be provided by the school to ensure that parents are aware of student progress, school events, performances, PTA meetings, tutorials available for students and other school connected information. All translations will be made by parent volunteers and/or in-house school staff. Written translations that are available in several languages on the Dept. of Education website will be used.

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

In-house staff and parent volunteers will be available for oral translations.

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

A letter from the school will be sent to parents advising of the availability of both translation and interpretation of school related information.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
13. Enter the anticipated Title I, Part A allocation for 2010-11:	585,897	316,440	902,337
14. Enter the anticipated 1% set-aside for Parent Involvement:	5,859	3,164	9,023
15. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,295	*	
16. Enter the anticipated 10% set-aside for Professional Development:	70,572	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: %100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in

collaboration with the [New York State Education Department and Office for Family Engagement and Advocacy](#) and is available in the [nine major languages on the NYCDOE website](#). It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for PS 114

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 114, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 114 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 Advisory Council, as trained volunteers and welcomed members of our school community PS 114 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 114 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 114 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, PS 114 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual 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; and
- 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.

PS 114 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.

- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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;

Section II: School-Parent Compact

PS 114, *[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. PS 114 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core Standards to enable participating children to meet the National Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- by differentiating instruction to meet the varied needs and learning styles of a wide range of students including English Language Learners and Students with Disabilities.

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 a Title I Parent Annual 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, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Parent Involvement Plan

Date	Activity	
9/10	Meet the Teacher Night General Meeting to inform parents of school's status, curriculum focus, expectations	
Ongoing	Monthly ARIS Meetings to support parents in monitoring their child's progress throughout the school year. During school Hours and before PA Meetings. 10/10, 1/11, 5/11 Progress Reports distributed	
Ongoing	Monthly Parent Association (PA) and School Leadership Meetings (SLT)	
Ongoing	Maintain Communication <ul style="list-style-type: none"> • Establish A Home-School Communication Book • Global connect Voice Broadcasting system. 	
Ongoing	Monthly Parent Workshops <ul style="list-style-type: none"> • Home to School (Pre-K, K, 1st grades) • NYS Assessments • Anti-Bully • Parenting Skills • ARIS workshop 	
Ongoing	Learning Leaders (Literacy Volunteers)	
01/11	Seniors Parent Meeting <ul style="list-style-type: none"> • Articulation to Middle School • Senior Activities • Senior Concerns 	
02/11	Review of Parent Involvement Plan February SLT Meeting and March PA meeting	
02/11	Parent workshop	
10/10-4/11	Saturday ESL Workshop Students and parents attend weekly classes	

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);
- maintaining an “open door “ policy to address ongoing needs of students and their families;
- enlist the involvement of CBO’s and city resources to support and advance the goals of students and families

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; and
- 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;

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. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by, AP on 10/27/10

This Parent Involvement Policy was updated on 10/27/10.

The final version of this document will be distributed to the school community on 11/15/10 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

In the last NYS testing cycle, our students scores decreased by more than half in ELA and Mathematics. This is an indication that students needs overall must be closely monitored, using various data sources and strategies to support critical thinking.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum. Our focus of instruction is on enhancing questioning techniques, strengthening Learning Goals, producing evidence of student understanding, improve lesson plans to indicate differentiation of instruction.
- Meet the educational needs of historically underserved populations. Developing consistency on each grade in instructional practices in literacy, math and homework. Supporting grade teams with weekly mtgs. for consistency and accountability. Developing action plans with strategies for supporting each PID student in order for them to meet grade benchmarks and thereby reduce the number of students in this category.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is
- Included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
-
- Are consistent with and are designed to implement State and local improvement, if any.

Our extended day program is mandated for all students on grades 3, 4 and 5, in order to teach them enhanced strategies in reading and math.

We have also included those low performing students in need in grade two for extended day.

Our PBIS Positive behavioral Intervention system is design to better support our students who demonstrate good citizenship while providing much needed interventions for those at risk. Our consultant has met with the school team and parents to provide interventions to correct behavior and support parents in building and maintaining a positive connection with the school community. PBIS team meets continually to address management of student incidences and offer support in preventative services.

3. Instruction by highly qualified staff. Building proficiency through the creation of grade teams which meet weekly to develop curriculum, and instructional practices. Provide professional development in content areas and support differentiated instruction in the classroom. Our goal is to work to build knowledge of the common core standards, and to develop systems which support a well rounded teaching community.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Using our in house administration/staff and our network, we will provide PD for all levels of school staff in meeting the new standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Selection process used in the last year has secured individuals who are highly qualified; at present all of our staff is highly qualified.
6. Strategies to increase parental involvement through means such as family literacy services.
Family ESL program focused on the parents addressing their need to use English that they need to use in their daily work.
Monthly parent ARIS workshops, interim reports, monthly newsletter, home school communication book, monthly assemblies.
Through Learning Leaders we are growing our pool of parent volunteers who assist in the classroom.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes ✓	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			492,153.00	✓	Page 24
Title I, Part A (ARRA)	Federal	✓			313,275.00	✓	Page 21
Title II, Part A	Federal	✓			34,913.00	✓	Page 14, 15,16,17
Title III, Part A	Federal	✓			15,846.00	✓	Page 27
Title IV	Federal	-		✓	-	-	-
IDEA	Federal	✓			246,838.00	✓	Page 15, 23, 24
Tax Levy	Local	✓			3,262,448.00	✓	Page 14,15,16,17,21,23,24,27

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

*This appendix must be completed by **all schools** designated for school improvement under the State's **Differentiated Accountability system**, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), **Corrective Action (year 2)**, Restructuring (year 1), **Restructuring (year 2)**, **Restructuring (Advanced)**, and SURR schools.*

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. **For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. **Note:** If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. **For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.**

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Our school community has implemented the STARR program for our students in Temporary Housing. This allowed student to participate in Caparara , a South American form of marital arts, Counseling in Schools, provide class trips, uniforms and supplies.

2. Please describe the services you are planning to provide to the STH population.

**We will continue with these services as well as monitor their attendance.
We will provide school uniforms for these students.**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **There are 19 STH.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your [Children First CFN](#).

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 114 Ryder Elementary					
District:	18	DBN:	18K114	School		331800010114

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		92.7	93.5	92.5
Kindergarten	118	93	97				
Grade 1	140	136	91	Student Stability - % of Enrollment:			
Grade 2	146	140	135	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	156	143	122		89.7	90.5	88.8
Grade 4	170	160	142				
Grade 5	141	153	145	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.9	83.7	83.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		19	16	19
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	889	844	751	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	14	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	31	33	Principal Suspensions	95	116	208
# in Collaborative Team Teaching (CTT) Classes	13	13	13	Superintendent Suspensions	22	21	39
Number all others	27	25	33				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	76	80	TBD
# ELLs with IEPs	0	3	TBD

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	7	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	71.9	77.0	89.7
				% more than 5 years teaching anywhere	59.4	60.7	74.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	84.0	91.4
American Indian or Alaska Native	0.7	0.5	0.1	% core classes taught by "highly qualified" teachers	79.2	86.1	82.5
Black or African American	85.5	85.8	85.4				
Hispanic or Latino	9.4	9.2	9.3				
Asian or Native Hawaiian/Other Pacific	1.0	1.1	1.2				
White	2.8	2.7	4.0				
Male	50.3	50.4	48.7				
Female	49.7	49.6	51.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
In Good			v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:					NR
Overall Score:	16	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	0	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	12.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster kjkjChildren First Network 6	District 18	School Number 114	School Name Ryder Elementary
Principal Charmaine Luke		Assistant Principal Petra Thombs	
Coach		Coach type here	
Teacher/Subject Area Anne Davis, ESL		Guidance Counselor type here	
Teacher/Subject Area Ellen Berkowitz/CTT Grade 4		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Carol Santana	
Related Service Provider type here		Other type here	
Network Leader Julia Bove		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	773	Total Number of ELLs	95	ELLs as Share of Total Student Population (%)	12.29%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At registration, parents are required to complete a Home Language Survey form. If three questions are answered in a language other than English, the student is eligible for LAB-R testing. This will determine which students have limited English proficiency. An informal interview is conducted, whenever possible, by the ESL teacher, and the LAB-R is administered by the ESL teacher within ten days of admission. When needed, a translator is involved in the interview. Anne Davis is the ESL teacher. Ms. Davis is city and state certified in ESL. Results of the NYSESLAT test determine the level of language acquisition and placement of students for the following term. Test results highlight areas of growth and help plan for advancement, where necessary. When possible, students are placed in a class where the teacher has been trained in ESL methodology.

2. New parents are invited to a parent meeting. A film is shown to the parents describing the New York City school system. Parents are given a parent guide, in their native language, and a description of the various programs available. A translator is in attendance to describe the options in the native languages involved. If parents are not able to attend, they are called and the options are described and discussed. Translators, if needed, make the calls to parents. This process is in place and begins as soon, into the new term, as possible.

3. Students are advised of the importance of the letters and the return of the Program Selection form. When necessary, parents are called and asked to return their Program Selection form.

4. P.S. 114 does not have any self-contained or dual language programs. If parents request either of these programs they are given the opportunity to visit the sites where the programs are held.

5. In the past few years we have had only one or two parents request that their child be placed in a self-contained bilingual program. Transportation - or lack of provision of transportation - appeared to be the rationale why parents choose to have their children remain in our school.

6. The majority of parents request that their child be placed in a regular class setting and be pulled out for ESL instruction or a push-in model where the ESL teachers works in the classroom in collaboration with the classroom teacher. Preparation and coordination of lessons are made between both teachers. Students receive the required time for their language level. We have an intense program on Saturday that offers small group instruction to our ESL students. We also offer lessons in English to the parents in our school. These programs are held in our school for three hours per day on 16 Saturdays during the school year. This Saturday Academy has received wonderful response by both students and parents. Leapfrog materials and computer programs have proved a very successful tool in instruction.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0									0
Dual Language (50%:50%)	0	0	0	0	0	0									0
Freestanding ESL															
Self-Contained															0
Push-In	8	12	18	17	18	22									95
Total	8	12	18	17	18	22	0	0	0	0	0	0	0	0	95

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	78	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0		0	0	0	0	0	0	0	0
ESL	78	1	3	12	0		2	0	0	92
Total	78	1	3	12	0	0	2	0	0	92

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	NA								0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	0	3	6	5	2								18
Chinese														0
Russian														0
Bengali														0
Urdu					1									1
Arabic	2	3	4	2	4	3								18
Haitian	5	7	10	9	7	14								52
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	9	10	17	17	17	19	0	89						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. P.S. 114 has a push in and pull out model for ELL students. In order to comply with the number of minutes necessary for instruction, we see students in both models.

2. We service ELLs heterogenously. Students who are beginners are seen in both push-in model and pull out model so they are able to receive the necessary time allocation for their level.

a. Native Language support is supplied through bilingual libraries, glossaries, dictionaries and staff fluent in the native language

3. Content area instruction is provided via conferencing with classroom teacher and specific subject teacher. Science and social studies clusters are called upon to share current content lessons so that the ESL teacher reinforces the material. Balanced literacy models that include read alouds, shared reading, guided reading, modeled and shared writing, phonics instruction are all employed to foster language acquisition.

4. a. The school has one SIFE student. Title 3 instruction in content area and language acquisition materials and programs are provided.

.b An analysis of the NYSESLAT results are used to help form groups to ensure English Language Learners receive help in areas that need additional help in order to gain language acquisition and understanding. A Saturday Academy for ELL'S offers our beginners small group instruction to ensure that these students gain the tools needed to adjust to their new country and language as quickly as possible. Work is aligned with regular class curriculum.

c. All test scores for student are reviewed - in all content area subjects. Results of these exams pinpoint areas that need remediation. Focus is placed on areas of need and addressed.

d. Examination of test results, coupled with teacher recommendation result in a program tailored to meet the needs of the individual student. Focus will be placed on strengths and weaknesses of student.

e. Counseling will be given based on individual need. Referral for Related Services to outside agencies for individual or family related

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5 .P.S. 114 has an extended day program with a focus on ELA and Math. All children in grades 2-5 are serviced twice a week for an hour and a half. In addition, we have a SETTS teacher who offers small group help to students at risk. AIS services are also offered in the school for children at risk. A Saturday ESL Academy offers small group instruction to students and parents. It is a three hour session serving small groups of ELL to improve their English, Math and Literacy schools. Parents have their own teacher and are offered English language instruction by an ESL teacher. Dictionaries in every language are available. Translators in the building are always available.

6. Transitional support is available to all our ELL students.

7. Expanded use of computer programs with a proven record of assisting ELLs in language acquisition, literacy, math and science are being considered.

8. No programs will be discontinued.

9. ELLs are afforded access to all school programs. Please see #5 for specifics.

10. Leap Frog "computers" for beginners and intermediate, Imagine software for ESL students has been installed on all computers in the school. Getting ready for the NYSESLAT series is utilized by teachers who work with ELLs. The Oxford Picture Dictionary, in Haitian Creole, Spanish, Arabic and English are distributed to all new students. Heinle dictionaries, Word by Word Basic Dictionary and a variety of others dictionaries are also used. ESL Wonderbook #1 & #2 have been found to be very helpful for beginners. P.S. 114 uses Reading Street for all grades and Everyday Mathematics for all grades. A variety of Phonics programs are used. ELL students are instructed using games, picture cue cards, movies, music, chants, photographs, writing projects and all things that expose students to language learning and critical thinking skills. Our focus has always been on the whole child and each child as an individual.

11. Dual language support is facilitated by dual language resource books. The PS 114 school library has dual language books and dictionaries.

12. All support services and resources correspond to ELLs' age and grade levels.

13. There are no plans for programs scheduled prior to the new school year.

14. There are no language electives available at P.S.114.

C. Schools with Dual Language Programs

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

This is not applicable to P.S. 114 as we do not have Dual Language Programs¹.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

P.S.114 has one licensed ESL teacher. She has attended professional development workshops, seminars and conferences and does turn-key training for the staff in the school. Articulation with administrators and staff at AIS meetings and faculty conferences helps the staff understand the cultural and language differences of the ELL students. The ESL teacher collaborates with mainstream regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided.

Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support to the English Language Learner. Professional development workshops will introduce these techniques and strategies. The following are some of the topics workshops will highlight:

1. How to identify ESL students. Description of Home Language Survey and interview process.
2. Cultural and language differences and similarities.
3. Stages of language acquisition.
4. ESL methodology.
5. Testing instruments. Testing accommodations for ELLs.
6. Notices to parents in various languages.
7. Translation information.
8. How students become "former" ESL students.

Many of our senior teachers have attended workshops in this school that provided the necessary training for non-ELL teachers.

Upon completion of the Professional Development workshops, these teachers will be better equipped to meet the needs of their students.

Indicators of success are continued use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student English language proficiency as demonstrated by portfolios and oral and written communication.

E. Parental Involvement

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

1. Parents are an integral part of the landscape of our school. Our Parent Coordinator, Carol Santana, schedules workshops for parents. Workshops are held on Homework Help, ELA and Math Prep, Discipline with Love, Energy, Financial Assistance and Holiday Celebrations.

2. The school partners with NYU for their Parent Corp Program which also offers workshops for parents.

3. Parent meetings are held monthly in our school. Parents are asked what workshops they would like to attend. The Parent Coordinator works closely with local civic and political organizations in order to provide outside services for our parents in areas of concern. Lowering Heating Bills, How To Make Easy Repairs in the Home as well as Healthy Eating have been workshop topics.

4. The Saturday ESL Academy offers instruction to parents in English. Issues that concern the ELL families are discussed. Translators help parents better understand our school programs and how to help their children acquire skills needed to succeed.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		7	9	6	9	4								35
Intermediate(I)		1	8	10	6	8								33
Advanced (A)		1	3	2	4	6								16
Total	0	9	20	18	19	18	0	0	0	0	0	0	0	84

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	1	2	2	0							
	I		1	6	2	4	1							
	A		2	6	4	5	7							
	P		4	3	9	6	8							
READING/ WRITING	B		6	7	2	7	3							
	I		1	6	10	6	81							
	A		1	1	2	4	6							
	P		0	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8	4	1		13
5	8	4	1		13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	12		5		0				17
5	9		7		1				17
6									0
7									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.
 1. In the early grades ECLAS and Fountas and Pinell are used for assessment. All classes are given ECLAS assessment and student reading levels are determined. Teacher observations as well as teacher made test are utilized to this end.
 2. Our data on the NYSESLAT results show that our students do very well in Listening/Speaking. 80% of our students scored advanced or proficient in Listening/Speaking.
 3. The results of the Spring 2010 NYSESLAT showed the modality of reading/writing was weak and, therefore, emphasis has been placed in

Additional Information

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

Our ELL students are mandated to take the math, social studies and science tests. There are tests in some native languages i.e. Haitian Creole and Spanish - but none in Arabic. This is a need that should be addressed. It would be very helpful if a summer program to teach English to new arrivals could take place. This would afford new students the opportunity to feel more comfortable in their new surroundings.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		