



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RYDER ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): DISTRICT 18/BROOKLYN/K 114

PRINCIPAL: MR. DARWIN SMITH EMAIL: DSMITH6@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mr. Darwin Smith	*Principal or Designee	
Mr. Scott Schwartz	*UFT Chapter Leader or Designee	
Ms. Nicole Sicard	*PA/PTA President or Designated Co-President	
Ms. Theresa Marsh	DC 37 Representative, if applicable	
None	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
None	CBO Representative, if applicable	
Mr. James Orr	Parent Member/SLT Chairman	
Ms. Agatha Philip	Parent Member	
Ms. Crystal King	Parent Member	
Ms. Sabrina Wright	Parent Member	
Ms. Denise Mangino	Staff Member	
Ms. Tiffany Chinnery	Staff Member/Secretary	
Ms. Carol Santana	Observer/Parent Coordinator	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By 2012, 100% of all teachers will have received professional development designed to improve teacher effectiveness and their ability to implement high quality teaching strategies.

Comprehensive needs assessment

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

Based on a comprehensive needs assessment, which included teacher surveys and an analysis of the school's 2009 through 2011 learning environment surveys, it was determined that teachers would benefit from professional development to improve their pedagogical skills. Additionally, in the 3rd, 4th and 5th grades student data for the past four years revealed a downward trend on the ELA performance levels. While there was an increase in students scoring at performance level 2, there was a consistent decrease across grades of students scoring at performance levels 3 and 4. On the NYS math exam, there was a similar trend. There was a significant decrease in students scoring at performance levels 3 and 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

A - Strategies/Activities:

Activity # 1

- Professional development: Establish a teacher center in collaboration with the United Federation of Teachers in school building, that will provide all teachers with individualized and grade specific support.
- Hire a staff developer that will provide direct support to all classroom teachers.
- Teachers will engage inter-visitations on grade as well as across grades using a school developed Inter-visitation form which will focus them on different elements of teaching such as the learning environment, expectations for student learning, etc.
- Using a research based instructional rubric, the principal and assistant principals will conduct informal and formal observations and provide teachers actionable feedback. **Implementation timeline: September 2011 through May 2012**

Activity # 2

- Professional development opportunities will be presented to the teachers allowing them to make choices and have options on professional development that is needs based as well as differentiated.
- Across all grades, teachers will engage in collective inquiry with regard to instruction, assessment and rigorous practices in teaching and learning.
- Teachers will discuss and make inquiry into the alignment of assessment material, curriculum and student performance.

Implementation timeline: September 2011 through May 2012

Activity # 3

- Teachers will be able to apply new knowledge in a cycle of continuous improvement.
- Teachers will also have the opportunity to select/identify professional development opportunities that are specific to their professional goals that host inter-visitations will be afforded opportunities to visit classes in other schools and/or attend workshops.
- Progress will be monitored through conversations and focused questions.
- Teachers will participate in discussions about teaching and learning based upon several classroom inter-visitations/observations.

Teachers

Implementation timeline: September 2011 through May 2012

B - Staffing:

1. Principal
2. Assistant Principals
3. Literacy Coaches
4. Teacher-led workshops
5. Grade Leaders
6. Network

C) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Step #1

As a school, we will promote a culture of collaboration, providing a variety of opportunities for teachers to meet with administration and within and across grade levels to discuss student performance based on goals that have been set for individual and groups of students. For example, inquiry teams across all grades will develop targeted assessments to gauge student performance, evaluate curriculum and guide classroom level instructional decisions addressing specific student learning needs

Step # 2

All teachers will be afforded multiple opportunities to collaborate and share formative and summative assessment data that is gathered and used to support the achievement of all students, and the overall instructional program. Assessments such as ELA and Mathematics baselines, midline, NYS

standardized test, ECLAS2, and TC Assessments will be gathered and analyzed to inform teacher practice, assessment design, rigor, and instructional goals.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategy # 1

- Create a higher level of parent participation with the formation of a Parent Education Group, connecting the school, parents and community, thus building a learning community which encourages distributed leadership in developing a safe and high achieving school.
- Empower parents to have a greater "voice" enabling them to be more proactive in their child's education.
- Assessing community resources to help parents obtain GED or for help in their education process.
- 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).

Strategy # 2

- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
- Supporting parental involvement activities and fostering a positive family atmosphere where we nurture, respect, value and educate parents.
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy. Promote parent engagement through the implementation of learning celebrations, daily contact journals, encouraging parent participation in the PTA and administrative team meetings.
- 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, and the Learning Environment Survey Report.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Strategy # 1

- P.S. 114 hiring team attends job fairs and contact colleges for candidates according to certification areas. We also receive resumes throughout the school year. The hiring team will sort the resumes and conduct the interview, considering only highly qualified candidates.

Strategy # 2

- We will attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through various professional opportunities provided by administration, network staff developers, mentors, peer coaching and specialists. Teachers are provided with planning periods to work together to collaborate and articulate for effective planning, and to use assessments to direct and develop instructional curricula.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Various community based organizations, parent partnerships and our Fordham PSO/CFN team will work concertedly and independently to assist the school through this process.
 - The Extended Day Program will provide targeted students with an additional period of time (Tuesday and Wednesday) of small group literacy instruction in order to promote literacy development. Two groups have been targeted in grades 3 thru 5 for this purpose- Enrichment (high level 2s and 3s) and Tutorial (level 1s and low level 2s).
 - Response to Intervention Tier 2 teachers will support flexible grouping and small group instruction during the literacy periods. Additional Intervention Programs have been purchased to support targeted Response to Intervention Tier 2 students.
 - NYSTL library funds will be used to purchase additional library books for our school library.
 - Fair Student funds have been allocated to purchase high interest leveled library books for all classroom libraries and leveled fiction guided reading books.
 - NYSTL software funds have been allocated to purchase computer software in order to support differentiated instruction.
 - NYSTL funds have been allocated to purchase document cameras to enhance instruction through modeling and analyzing student work to inform instruction.
 - Title 1 and Children First Funds will be allocated for After-School Programs to strengthen literacy skills for targeted students. Students who are not meeting the standards are will be invited to our Tutorial After-school Program. Instructional materials will be purchased to support test preparation in all component of the NYS English Language Arts test

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FUNDING: ALL FUNDING SOURCES WILL BE CONSOLIDATED

- Data Specialists;
- Grants
- School-wide Projects;
- Title I, Part A (Basic);
- Title II, Part A
- Community Based Organizations

- Local Politicians
- Parent Association

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By 2012, 3rd, 4th and 5th grade students will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 3 and level 4 on the NYS Math exam.

Comprehensive needs assessment

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

While there was a steady increase in the number students scoring at level 2 on the NYS Math Performance test, the data also revealed a significant decrease in the number of students performing at level 3 and level 4. This particular sub group showed a continuous performance decrease over a 3 year period.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Strategy # 1

- Third, fourth and fifth grade teachers will collaborate in the development and implementation of a departmentalized model, each teacher will be responsible for teaching 1 primary subject (ELA or Math) and 1 secondary subject (Social studies or Science). **Implementation timeline: September 2011 through November 2011**

Strategy # 2

- Accelerated classes for students performing at or above grade level.
- School schedule will allow for weekly grade level meetings, school schedule will also provide opportunities for grade leaders to meet every two weeks for the purpose of analyzing student data and modifying curriculum
- Involve students in assessing their own learning and communicating progress towards achieving goals, support student understanding of weaknesses and goals for academic improvement.

Implementation timeline: September 2011 through May 2012

Strategy # 3

- Based on formative assessments, inquiry teams across grades will direct our Response to Intervention and Enrichment programs, providing targeted instruction and support.
- Cultivating constructive teacher- student relationships.
- Developing units of study and lessons that improve the meta-cognitive strategies of students.
- Providing students immediate feedback on their assessments and assisting them in the development of instructional goals.
- Agendas and a collaborative criterion for conducting meetings will be discussed and established.
- Curriculum that was developed through the inquiry groups on high performing math students will be shared across the grade and used to provide appropriate challenges to students who excel in mathematics.
- We will offer in-school chess classes to students in grades 3 through 5 to give all students an opportunity to develop critical thinking and will provide opportunities for 4th and 5th graders who are interested to participate in chess clubs at lunch time and after school.
- Administrators will meet with grade leaders to discuss and ensure a coherent instructional program.
- The team/committee will work interdependently in order to impact classroom practice in ways that will lead to better results for their students, for the team and for the school.
- A coherent PD plan will be developed with teachers that will be personalized to their needs as per informal/formal observations and inter-visitations.
- Teachers that push into classrooms will collaborate with the respective classroom teachers, ensuring instructional coherence.
- Fifth grade students most at risk in math will be taught in a small math class of 12-15 students that meets four days a week and is taught by an experienced math teacher,

Implementation timeline: September 2011 through May 2012

B - Staffing:

1. Principal
2. Assistant Principals
3. Literacy Coach
4. Teacher-led workshops
5. Grade Leaders
6. Staff developer
7. Network

C.) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Step #1

As a school, we will promote a culture of collaboration, providing a variety of opportunities for teachers to meet with administration and within and across grade levels to discuss student performance based on goals that have been set for individual and groups of students. For example, inquiry teams across all grades will develop targeted assessments to gauge student performance, evaluate curriculum and guide classroom level instructional decisions addressing specific student learning needs

Step # 2

All teachers will be afforded multiple opportunities to collaborate and share formative and summative assessment data that is gathered and used to support the achievement of all students, and the overall instructional program. Assessments such as ELA and Mathematics baselines, midline, NYS standardized test, ECLAS2, and TC Assessments will be gathered and analyzed to inform teacher practice, assessment design, rigor, and instructional goals.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategy # 1

- Teachers and parent coordinator will conduct monthly workshops for parents, providing them exposure to the content, instructional goals and strategies to support content comprehension. **Implementation timeline: September 2011 through May 2012**

Strategy # 2

- Create a higher level of parent participation with the formation of a Parent Education Group, connecting the school, parents and community, thus building a learning community which encourages distributed leadership in developing a safe and high achieving school.
- Empower parents to have a greater "voice" enabling them to be more proactive in their child's education.
- Assessing community resources to help parents obtain GED or for help in their education process.
- 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).

Strategy # 2

- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
- Supporting parental involvement activities and fostering a positive family atmosphere where we nurture, respect, value and educate parents.
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement

Policy. Promote parent engagement through the implementation of learning celebrations, daily contact journals, encouraging parent participation in the PTA and administrative team meetings.

- 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, and the Learning Environment Survey Report.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Strategy # 1

- P.S. 114 hiring team attends job fairs and contact colleges for candidates according to certification areas. We also receive resumes throughout the school year. The hiring team will sort the resumes and conduct the interview, considering only highly qualified candidates.

Strategy # 2

- We will attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through various professional opportunities provided by administration, network staff developers, mentors, peer coaching and specialists. Teachers are provided with planning periods to work together to collaborate and articulate for effective planning, and to use assessments to direct and develop instructional curricula.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The Extended Day Program will provide targeted students with an additional period of time (Tuesday and Wednesday) of small group literacy instruction in order to promote literacy development. Two groups have been targeted in grades 3 thru 5 for this purpose- Enrichment (high level 2s and 3s) and Tutorial (level 1s and low level 2s).
 - Response to Intervention Tier 1 and tier 2 teachers will support flexible grouping and small group instruction during the literacy periods. Additional Intervention Programs have been purchased to support targeted Response to Intervention Tier 2 students.
 - NYSTL library funds will be used to purchase additional library books for our school library.
 - Fair Student funds have been allocated to purchase high interest leveled library books for all classroom libraries and leveled fiction guided reading books.
 - NYSTL software funds have been allocated to purchase computer software in order to support differentiated instruction.
 - NYSTL funds have been allocated to purchase document cameras to enhance instruction through modeling and analyzing student work to inform instruction.
 - Title 1 and Children First Funds will be allocated for After-School Programs to strengthen literacy skills for targeted students. Students who are not meeting the standards are will be invited to our Tutorial After-school Program.
Instructional materials will be purchased to support test preparation in all component of the NYS English Language Arts test

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FUNDING: ALL FUNDING SOURCES WILL BE CONSOLIDATED

- School-wide Projects;
- Title I, Part A (Basic);
- Title I, Part A (ARRA)
- Data Specialists Funding (if available)
- Grants (where appropriate and available)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To **decrease the percentage of students identified as chronically absent** thereby increasing our percentage of school-wide attendance from 91% to 96% or better as per our School Environmental Survey.

Comprehensive needs assessment

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

Student attendance data over a three year period was consistently below 93%. While the school has a high transient population, there is a pattern absences among students around holidays, health issues and housing adjustments

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

A – Strategies/Activities:

Activity #1

- Establish a school based mental health center (Kings County Mental Health Center)
- Link with various community based organizations to provide outreach services to families, career and housing support
- Attendance team will conduct monthly workshops for parents on proactive interventions, health and nutrition, the importance of consistent attendance at school
- Adult education and ESL classes will be offered weekly, improving school-community relationships and broadening services provided by the school.
Implementation timeline: September 2011 through May 2012

Activity #2

- Attendance Team members will review existing attendance data
- Students with chronic absences exceeding 3 days or more will be identified and referred for immediate intervention services.
- Telephone call will be made to homes regarding student absences.
- Letters will be sent home to the households that were not reached by phone

Implementation timeline: September 2011 through May 2012

- School-wide attendance incentives will be put in place, i.e. awards for 100% attendance.
- Assembly programs focusing on the importance of being punctual and being present at school will take place.
- Class awards, as well as grade awards will be given for 100% attendance.
- Student attendance in good standing will be celebrated

Implementation timeline: September 2011 through May 2012

Activity #3

- School outreach will be conducted by counselors, social workers, attendance team, and SBST as well as teachers.
- Workshops for parents dealing with student health issues, importance of attendance at school, etc
- Make appropriate educational, medical and social service referrals.
- Contact medical providers and social service workers to elicit their support encouraging daily attendance at school.

Implementation timeline: September 2011 through May 2012

B - Staffing:

1. Principal
2. Assistant Principals
3. Attendance Team
4. Counselors
5. Social workers
6. SBST
7. Attendance Coach
8. Network

C.) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Step #1

- All classroom teachers will participate in the process of developing services and support structures to increase student attendance.
- Teams of teachers will collaborate in the develop of action plans to meet the needs of individual students

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies:

- Parents are the first educators of their children and an indispensable partner with the school in meeting its goals for the academic, social, and emotional well being of the children. We will support parental involvement by encouraging parent participation in the life of the school through active involvement with the Parent Association, School Leadership Team, Curriculum Night, Open Houses, Workshops, and Parent Conferences. Our full time Parent Coordinator also supports parent involvement in our school community.
- Create a higher level of parent participation with the formation of a Parent Education Group, connecting the school, parents and community, thus building a learning community which encourages distributed leadership in developing a safe and high achieving school. Empower parents to have a greater “voice” enabling them to be more proactive in their child’s education.
- Parent Association Meetings, Workshops, School Leadership meetings, Curriculum Night, and Parent Conferences will take place both in the afternoon and evening for our working parents. Telephone conferences are also available for parent and teacher conferences. It is the policy of the school that any parent can receive an appointment in a timely fashion with any member of the school community.
- The administration with the support of the parent coordinator will distribute to every child all bulletins and notices from the Chancellor and school in a variety of languages. Monthly calendars and newsletters are also distributed in all languages. A Parent Handbook was disseminated to parents in September. Additionally, large posters are posted outside and around the school building to remind parents of upcoming events. Furthermore, a parent display case highlights important school events and the monthly parent calendar.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Teacher’s beginning of the year Professional Development goal-setting conferences
- Mid-Year goal –setting conferences and reflections
- End – Year reflections
- Teachers will be assigned to their area of certification consistent with State regulations
- The administration will attend and participate in all job fairs, as early as possible to screen highly qualified candidates
- All applicants will be interviewed to ascertain desire, capability, and philosophy of educational principles as well as their understanding of curriculum, teaching methodology, classroom management, and urban environments.
- All new teachers will be given a “buddy” teacher for support beginning the first week of September
- All new teachers will participate of an intensive Mentoring Program.
- All new teachers will be given differentiated professional development based on professional development needs assessment and curriculum
- All new teachers will join their respective grade cohorts for planning sessions
- All new teachers will be assured of ongoing administrative support including demonstration lessons from administrative staff and coaches.
- Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on utilizing effective

pedagogy

- Staff developer will use LAB sites for teachers to view model lessons in literacy and mathematics
- Teachers who are not highly qualified will be provided with options/methods to become highly qualified through conversion programs and utilizing Title I funds

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Various community based organizations, parent partnerships and our Fordham PSO/CFN team will work concertedly and independently to assist the school through this process.
- NYSTL library funds will be used to purchase additional library books for our school library.
- Fair Student funds have been allocated to purchase high interest leveled library books for all classroom libraries and leveled fiction guided reading books.
- NYSTL software funds have been allocated to purchase computer software in order to support differentiated instruction.
- NYSTL funds have been allocated to purchase document cameras to enhance instruction through modeling and analyzing student work to inform instruction.
- Title 1 and Children First Funds will be allocated for After-School Programs to strengthen math and literacy skills for targeted students. Students who are not meeting the standards will be invited to our Tutorial After-school Program.
- Instructional materials will be purchased to support test preparation in all component of the NYS English Language Arts test.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FUNDING: ALL FUNDING SOURCES WILL BE CONSOLIDATED

- School-wide Projects;
- Title I, Part A (Basic);
- Title I, Part A (ARRA available)
- Data Specialists Funding (if available)
- Grants (where appropriate and available)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, Special education and English language learners in the 3rd, 4th and 5th grades will demonstrate improved outcomes on state standards as measured by a 5% increase in each sub-groups scoring at level 2 and level 3 on the NYS ELA assessment.

Comprehensive needs assessment

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

Over a two year period, the data revealed that IEP students scored significantly lower than non-IEP students on various sections of the ELA exam. Between 2008 and 2011, the ELL data revealed an inconsistent pattern of student performance. Student scores fluctuated from year to year with minimal indication of progress toward grade level proficiency. It is also important to note, across all grades the majority of ELL students were either approaching or score below grade level on the NYS ELA exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

A – Strategies/Activities:

Activity # 1

- Scaffold the use of academic language for Special education students
 - Professional development will focus on:
 - developing visuals for planning and facilitating effective discussions
 - training students to ask questions when they misunderstand
 - creating whole class discussions
 - teacher is not sole authority, motivating student to student discourse
 - creating word networks and visual organizers
- Teachers will develop and use a variety of assessments that are aligned to the curriculum, monitor student performance and adjust instructional material and practices to improve performance outcomes.
- Grade level teacher teams will meet weekly to compare the impact of instructional strategies, assessment results and gaps in student performance.

- Students that require the highest level of support will be assigned to the Response to Intervention Team. These teachers, coaches and support staff work collaboratively assessing instructional practices, analyzing data and co-planning.
- Smart boards, laptops, document cameras and a range of instructional software will be integrated into the curriculum to facilitate instruction and increase access to the content.
- Parent-school partnerships will be established to communicate the school's high expectations and develop parent's ability to extend student learning.
- Pedagogical practices will consistently engage students through differentiated and multi-sensory instructional practice.
- Para-professionals will receive continuous professional development and be encouraged through goal setting to pursue their advanced credentials in Sp. Ed. or a related field. Implementation timeline: September 2011 through May 2012

A1 - English Language Learners:

- Results of the LAB-R and NYSESLAT will be shared with classroom teachers, AIS and SETSS teachers.
- ESL professional development in the content areas will be provided to classroom and out-of-classroom staff by our in-house ESL teacher and through DOE workshops/conferences (as available).
- Teachers will implement ESL strategies and techniques within their classrooms, as indicated by lessons, material utilization, management, and environment.
- Information from tests (i.e. ELL Interim Assessments, NYSESLAT) and student work will be reviewed at least twice a year by administration, ESL and classroom teachers to assess ELL student progress.
- Classroom visits by administration to assess implementation of strategies and instructional practices with ELL population will take place at least 4 times per year.
- Push-in ESL teacher will assist classroom teachers in implementing strategies.
- Making content area vocabulary accessible to students through the use of word banks, vocabulary charts, semantic webs, flash cards and word work.
- Frontloading, scaffolding and modeling as strategies for supporting ESL learners.
- Use of technology : Smart boards and websites that support independence and prepares for college and career readiness.
- Utilization of Achieve 3000 Program – Web based technology that constantly monitors and reassesses student progress to ensure desired results. Strong vocabulary skills component critical to ELL language development. Individualized learning profiles are created for each student and updated in real time to guide student work according to need.
- After school program with instruction in literacy, math, and art will be offered to all ESL students. Use of visual aides such as picture cards, picture books, posters, KWL charts, T-charts, and other graphic organizers.
Implementation timeline: September 2011 through May 2012

B - Staffing:

1. Principal
2. Assistant Principals
3. Teachers
3. Response to Intervention Team
4. Counselors
6. SBST
7. Network

C – Steps:

Step #1

As a school, we will promote a culture of collaboration, providing a variety of opportunities for teachers to meet with administration and within and across grade levels to discuss student performance based on goals that have been set for individual and groups of students. For example, inquiry teams across all grades will develop targeted assessments to gauge student performance, evaluate curriculum and guide classroom level instructional decisions addressing specific student learning needs

Step # 2

All teachers will be afforded multiple opportunities to collaborate and share formative and summative assessment data that is gathered and used to support the achievement of all students, and the overall instructional program. Assessments such as ELA and Mathematics baselines, midline, NYS standardized test, ECLAS2, and TC Assessments will be gathered and analyzed to inform teacher practice, assessment design, rigor, and instructional goals.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategy # 1

- Teachers and parent coordinator will conduct monthly workshops for parents, providing them exposure to the content, instructional goals and strategies to support content comprehension. Implementation timeline: September 2011 through May 2012

Strategy # 2

- Create a higher level of parent participation with the formation of a Parent Education Group, connecting the school, parents and community, thus building a learning community which encourages distributed leadership in developing a safe and high achieving school.
- Empower parents to have a greater "voice" enabling them to be more proactive in their child's education.
- Assessing community resources to help parents obtain GED or for help in their education process.
- 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).

Strategy # 2

- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
- Supporting parental involvement activities and fostering a positive family atmosphere where we nurture, respect, value and educate parents.
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy. Promote parent engagement through the implementation of learning celebrations, daily contact journals, encouraging parent participation in the PTA and administrative team meetings.
- 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, and the Learning Environment Survey Report.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teacher's beginning of the year Professional Development goal-setting conferences
- Mid-Year goal –setting conferences and reflections
- End – Year reflections
- Teachers will be assigned to their area of certification consistent with State regulations
- The administration will attend and participate in all job fairs, as early as possible to screen highly qualified candidates
- All applicants will be interviewed to ascertain desire, capability, and philosophy of educational principles as well as their understanding of curriculum, teaching methodology, classroom management, and urban environments.
- All new teachers will be given a “buddy” teacher for support beginning the first week of September
- All new teachers will participate of an intensive Mentoring Program.
- All new teachers will be given differentiated professional development based on professional development needs assessment and curriculum
- All new teachers will join their respective grade cohorts for planning sessions
- All new teachers will be assured of ongoing administrative support including demonstration lessons from administrative staff and coaches.
- Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on utilizing effective

Service and program coordination

- Various community based organizations, parent partnerships and our Fordham PSO/CFN team will work concertedly and independently to assist the school through this process.
- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The Extended Day Program will provide targeted students with an additional period of time (Tuesday and Wednesday) of small group literacy instruction in order to promote literacy development.
- Two groups have been targeted in grades 3 thru 5 for this purpose- Enrichment (high level 2s and 3s) and Tutorial (level 1s and low level 2s).
- Response to Intervention Tier 1 and tier 2 teachers will support flexible grouping and small group instruction during the literacy periods. Additional Intervention
- Programs have been purchased to support targeted Response to Intervention Tier 2 students.
- NYSTL library funds will be used to purchase additional library books for our school library.
- Fair Student funds have been allocated to purchase high interest leveled library books for all classroom libraries and leveled fiction guided reading books.
- NYSTL software funds have been allocated to purchase computer software in order to support differentiated instruction.
- NYSTL funds have been allocated to purchase document cameras to enhance instruction through modeling and analyzing student work to inform instruction.
- Title 1 and Children First Funds will be allocated for After-School Programs to strengthen literacy skills for targeted students.
- Students who are not meeting the standards will be invited to our Tutorial After-school Program.
- Instructional materials will be purchased to support test preparation in all component of the NYS English Language Arts test

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FUNDING: ALL FUNDING SOURCES WILL BE CONSOLIDATED

- School-wide Projects;
- Title I, Part A (Basic);
- Title I, Part A (ARRA available)
- Data Specialists Funding (if available)
- Grants (where appropriate and available)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	40	20	N/A	N/A	10	3		
1	42	30	N/A	N/A	16	3		
2	48	24	N/A	N/A	14	3		
3	43	36	N/A	N/A	16			
4	35	34			12			
5	32	31			10			
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Fundations is a phonological/phonemic awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. AIS teachers deliver differentiated instruction to small groups of grades K-2 students one period per day during the school day.</p> <p>Wilson Reading System is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Teachers deliver differentiated instruction to small groups of grades 3-5 students one period per day during the school day.</p> <p>English As A Second Language. Two full time ESL teachers, utilize the Push-in/Pull-out model for grades K- 5. They deliver differentiated instruction to small groups of students who have not achieved proficiency on the <i>NYSESLAT</i>. Each group is serviced for one period per day during the school day.</p> <p>After School Academy Teachers provide students in grades 3-5 who are at risk of not meeting the New York State Learning Standards in ELA with more teacher contact time to supplement and support the regular classroom program. Students receive additional instruction and have an opportunity to practice their skills with close supervision. The program is held 2 days a week for 2 hours a day from February through April.</p> <p>Saturday Test Sophistication Grades 3 through 5 students receive instruction designed to help them prepare for their upcoming State ELA and Math Test. Teachers focus on teaching reading, writing and math strategies. Classes are held for 2 ½ hours.</p>

	<p>A.I.S. Services A.I.S Teachers provides differentiated instruction to small groups of grades 3 through 5 students, one period per day during the school day.</p> <p>RTI</p> <p>Extended Day Teachers provide a total of 112½ minutes small group instruction for at risk students, on Tuesday and Wednesday.</p>
Mathematics	<p>A.I.S Services A.I.S teachers provides differentiated instruction to small groups of grades 3 through5 students, one period per day during the school day.</p> <p>After School Academy provide students in grades 3 through5, who are at risk of not meeting the New York State Learning Standards in Math with more teacher contact time to supplement and support the regular classroom program. Students receive additional instruction and have an opportunity to practice their skills with close supervision. The program is held 2 days a week, for 2 hours a day from February through April.</p> <p>Saturday Test Sophistication Grades 3 through5 students receive instruction designed to help them become better prepared for their upcoming State Math Test. Teachers focus on teaching reading, writing and math strategies. Classes are held for 2 ½ hours.</p> <p>Extended Day Teachers provide a total of 112½ minutes small group instruction for at risk students, on Tuesday and Wednesday.</p>
Science	<p>Tier I Intervention – Grades 3-5 small group instruction by classroom teachers, three times a week.</p>
Social Studies	<p>Tier 2 and tier Intervention – Grades 3-5 small group instruction by classroom teachers, three times a week.</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>Services are provided by a full-time Guidance Counselor. Counseling is provided to students who are in crisis. This includes peer mediation, crisis intervention, and parent conferences. Counseling session is conducted in small group setting as well as a 1:1 setting, on a daily basis. The guidance counselor also helps graduating students and their parents with the transition into Middle School.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>The School Psychologist provides services on-site. The services provided are agency referrals, educational, social and personal services during the school day on an as needed basis to at risk students. The psychologist identifies emotional, social, neurological factors that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services. School Based Support Team meets once to twice a month to discuss progress of students, referrals, and create a plan of action for individual students.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline. The social worker as provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers. Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by student's I.E.P. School Based Support Team meets once to twice a month to discuss progress of students, referrals, and create a plan of action for individual students.</p>
<p>At-risk Health-related Services</p>	<p>The school nurse offers health-related services during the school day as needed. Students are assisted in learning how to cope with health related issues such as obesity, asthma, etc. Students who are identified with asthma are serviced on an on-going basis. Based on the students health needs, they are serviced weekly, bi-weekly, or on a monthly basis. These services have proven to decrease acute visits, school absenteeism, and ER visits.</p> <p>Kings County Hospital Satellite School Based Mental Health Clinic is located in PS 114. They provide on-site case management, therapy, and counseling in support of the family and the whole child.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader M. Struk	District 18	Borough Brooklyn	School Number 114
School Name Ryder Elementary School			

B. Language Allocation Policy Team Composition

Principal Darwin Smith	Assistant Principal Petra Thombs
Coach type here	Coach type here
ESL Teacher Anne Davis, Marie Celestin	Guidance Counselor Julio Fontanez
Teacher/Subject Area D. Mangino, Grade 5	Parent type here
Teacher/Subject Area E. Berkowitz, Teacher Center	Parent Coordinator Carol Santana
Related Service Provider P. Frenkel	Other type here
Network Leader M. Struk	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	2	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	673	Total Number of ELLs	87	ELLs as share of total student population (%)	12.93%
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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 telling us that the student speaks a language other than English, we determine that the child is eligible for LAB-R testing. The two ESL teachers are present at the interview. Each ESL teacher is City and State certified in ESL. The parent coordinator and the nursing assistant are present. Translators, for each language, are present for the interview. Where necessary, the LAB-R is administered within ten days of registration. This instrument is administered by Anne Davis & Marie Celestin, the ESL teachers.

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. Students are placed in classes where the teacher has been trained in ESL methodology. Discussion between ESL teacher and classroom teacher outline specific areas that need special focus. All Spanish speaking new entrants to a NYC school who score at or below the cut scores on thereafter LAB-R must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing ESL services. When this occurs, our School Psychologist, Guidance Counselor or Social Worker test the children in Spanish. They are all fluent in Spanish. All pedagogues speak English.

We have Spanish, Arabic, Haitian Creole teachers who are able to help at the original intake meeting. We have always looked at several indicators for determining who takes the NYSESLAT. ATS reports are our first instruments to determine eligibility. LAB-R results for newly arrived students are reviewed and students are added to our eligibility list. When we receive the tests we formulate a time schedule to ensure that all students are given the speaking, listening, reading and writing components. We have folders for each section of the test and lists of students to test. As students are tested, a check for each component is made after child's name. When students are absent we record their name for the portion of the test they have missed and when they return, they are tested.

2. New parents are invited to a parent meeting within the first month of school. Thereafter, there is a parent meeting held monthly to ensure pertinent information about each individual child is shared with the parent. Each program option is described to the parents. The parents discuss options and are then asked to make a decision regarding placement of their child. Translators of each home language are present. The film is shown in each language appropriate to our population. Parents are then asked to fill out the Parent Option Form. Parent Guides are distributed to all parents in a variety of languages, appropriate to the individual student.

3. Students are given the Option Form and Survey to bring home to their parents. Importance of the form is explained to each child. When necessary, parents are called and options are explained in their native language. This is done when parents have not attended the orientation sessions. After the test results are recorded letters of entitlement are sent to parents. Parents are asked at the Parent Orientation to fill out the Parent Option Letters. Parents who do not attend are called, letters are sent home with their child and parents are asked to fill out their choice. When necessary, parents are called by a person speaking the language of the parent and request their decision. All letters are kept in the files.

4. P.S.114 does not have Bilingual or Dual Language Programs. If parents request either program, they are given the opportunity to visit sites that have the programs. Parents are informed that their student is involved in an ESL program. We have monthly parent meetings to keep parents abreast of programs and ongoing events in the school. Parents in our school are involved in our adult ESL program which is held three times weekly during the day and twice weekly during the evening hours. Our parents are also involved in our afterschool ESL Academy.

5. No parent has requested any program other than the ESL program in place at P.S. 114 in the last two years.

6. Parents have requested that their child be placed in a regular classroom setting and be pulled out for ESL instruction. We, sometimes, use a push-in model where the ESL teacher works in the classroom in collaboration with the general education teacher. Preparation and coordination of lessons are made between the two teachers.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
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	7	10	13	17	18	22								87
Total	7	10	13	17	18	22	0	0	0	0	0	0	0	87

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	70
SIFE		ELLs receiving service 4-6 years	16
		Special Education	6
		Long-Term (completed 6 years)	1

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										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	70		2	16		3	1		1	87
Total	70	0	2	16	0	3	1	0	1	87

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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									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	1	1	1	2	6	4								15
Chinese														0
Russian														0
Bengali	1	0	0	0	1	0								2
Urdu														0
Arabic	4	3	4	3	2	4								20
Haitian	4	6	7	11	8	14								50
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	10	12	16	17	22	0	0	0	0	0	0	0	87

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. P.S. 114 we use a Pull-Out model. Students are grouped heterogeneously in their classroom. They are pulled out for the prescribed number of instructional minutes according to their proficiency level.

2. According to CR Part 154, all ELLs are given meaningful access and opportunities to partake in all school programs and services. Our goal is for all ELLs to become language proficient as quickly as possible. ESL and classroom teachers meet to plan instruction and articulate on the needs of the individual student. ESL teachers provide the necessary scaffolding and the support that the student needs to be successful in their own classroom. 2a. School programs are examined. Schedules are reviewed. ESL and classroom teachers meet and determine a schedule that allows for the number of minutes necessary for each student's instruction. When necessary, changes are made to ensure that each student is properly served. Our ESL program is planned out so that each student receives mandated time as per Part 154. Since we also have an after school and extended day program, we are able to serve children with more time than is required.

3. Our ESL program insures that all instruction is built upon a model that scaffolds learning. The ESL teachers provide support through modeling, arrow of recitation questioning, meaningful experiences, art, music, graphs, carts and chants. We find that graphic organizers and the use of context clues are very helpful in instruction.

4. Teachers who speak the native language of our students offer help in assessing growth in student's new language acquisition and retention of strength in their native language.

5. AIS services are provided for all groups needing extra help. We do not have any SIFE students, however, students requiring additional instruction because of their inadequate growth academically are given additional help to ensure their success. This may be time spent in our after school program. All students have access to the large school library along with classroom libraries containing books in their native language.

6. We use a Balanced Literacy approach and use Reader's/Writers workshops. To support English Language acquisition, we use "On our

A. Programming and Scheduling Information

Way to English” program, “Getting Ready for the NYSESLAT” materials. We, at P.S. 114 also utilize the Achieve 3000 computer program. We have selected Achieve 3000 because of their very simple philosophy: teaching students one-on-one, at their level. Achieve has assessment that measures student's reading comprehension level. Level appropriate reading and writing activities are then provided. All

students read the same material but at different levels according to their learning profiles.

The program offers constant reassessment in order to ensure that the desired results are attained. The component on vocabulary skills is critical for all ELLS. In order for ELL students to make progress in reading, their vocabulary their vocabulary development is critical. During this past summer we held a Summer school program, as a result of a Title 1 grant. Children came to school three days a week for four hours per day. Newcomers, long term ELLS and parents received intensive instruction in English. We took a trip to Kingsboro Community College to see that the possibility of achieving a college education was theirs for the taking. We used the Achieve Program during this Summer program. We are continuing the use of the program to ensure that what they learned in the summer is incorporated into their school year academics. Some of the strategies used for ELL-SWDs are Phonics/word study, small group instruction, guided reading, mini lessons, hands on science inquiry, music, chants, songs, picture maps, scaffolding, the Natural Approach, TPR and a picture rich environment.

7. Students are constantly assessed. Not only by standardized testing methods, but by teacher evaluation. Needs are addressed on an on-going basis. The majority of our ESL/SWD students are in CTT classes which provide a non-restrictive environment. The single ELL/SWD who is in a self contained SE class is mainstreamed for ESL, gym and lunch. These students are, additionally, given SETTS, guidance services, Physical and Occupational Therapy, AIS and speech services. All services are provided within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

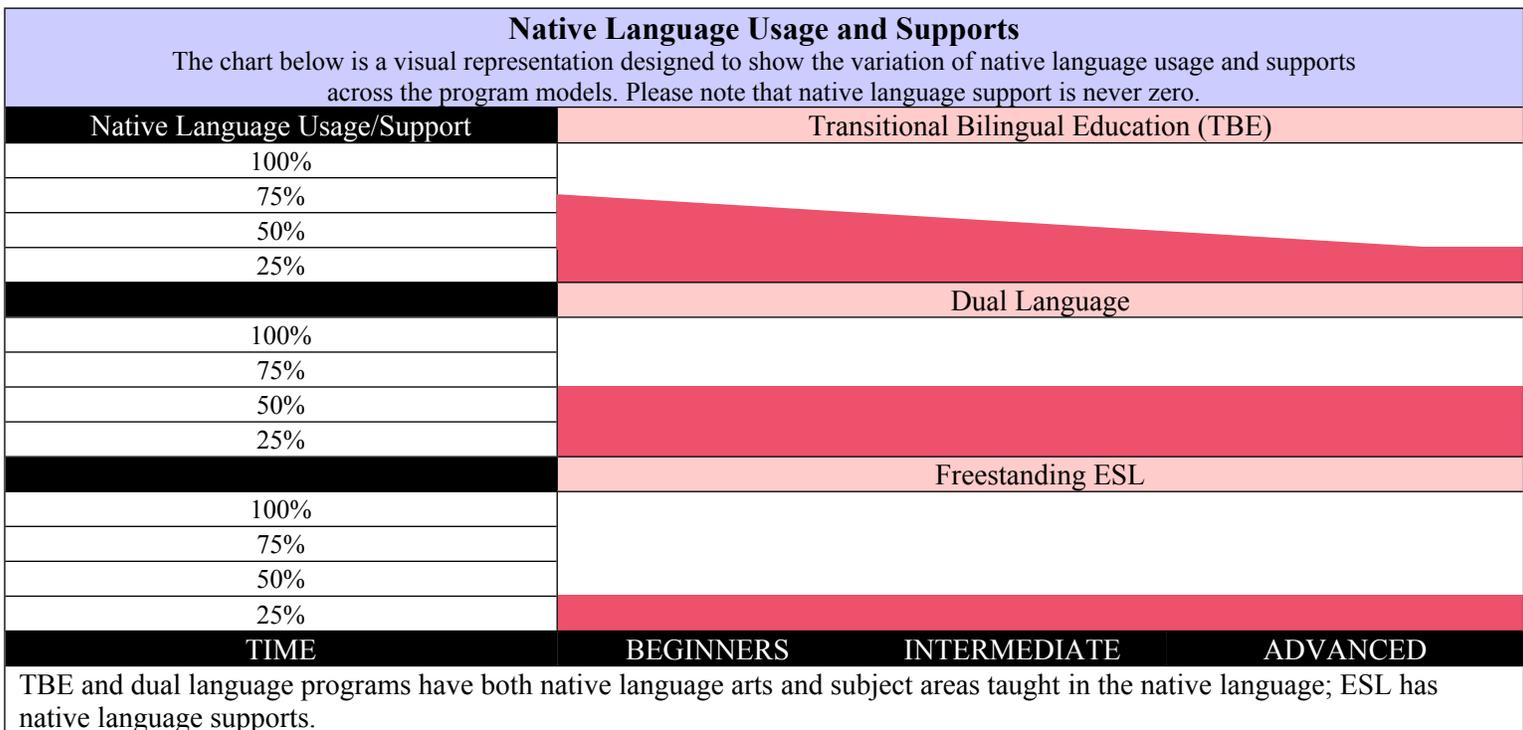
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. AIS services. Intervention services for ELLs include SETTS, ESL After school Academy and extended day programs which focus on ELA, math and content area. All ESL students are targeted. Attached programs in ELA and Math. Summer School program (Title 1)

B. Programming and Scheduling Information--Continued

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

8. AIS services. Intervention services for ELLs include SETTS, ESL After school Academy and extended day programs which focus on ELA, math and content area. All ESL students are targeted. After school programs in ELA and Math. Summer School program (Title 1) Social Worker – small group intervention. Guidance counseling for at risk students. SETTS program for at risk students. Speech for students with IEPs. Occupational Therapy – on site. Physical Therapy – on site. On site Kings County Hospital Satellite School Based Mental Health Clinic.

P.A.L Program on site three evenings per week.

9. All programs are available for transitional support to our students who have achieved proficiency on the NYSESLAT.

10. Additional computer programs and other programs that have achieved success with ELLS.

11. No programs will be discontinued.

12. ELLS have equal access to all school programs. After school tutorials begin in December. Twice weekly small group instruction in Math and ELA. P.A.L program three times per week from 6 p.m. Until 9 p.m. All aforementioned programs.

13. Achieve 3000 and Leap Frog programs. Dictionaries and class libraries in all languages are available on site.

14. ESL is delivered in a pull out program model. P.S. 114 only has an ESL Program.

15. Yes, all services and resources correspond to age and grade level of students. ESL children are initially placed in classes appropriate to their age. Where needed additional support is given by speech, SETTS. Guidance Counselors, Social Workers, OT's and PT's. Children are grouped according to age and then language acquisition is considered in sub-group placement.

16. There are no plans for programs prior to the new school year. When we have a summer school program, new future admits are asked to join the program. Students are usually admitted at the beginning of the school year. They are placed in ESL programs, both during the school day and after school.

17. 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)?

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.

1. Professional Development and support for school staff:

P.S 114 has two licensed ESL teachers. They have attended and are still attending professional development workshops, seminars and conferences. They do turn-key training for the staff. They also arrange for outside agencies to come in and do staff development. This year teachers in the school were given training in Achieve, a computer program that has worked out especially well for our ELLs. The ESL classroom is filled with materials that teachers in the school are aware of and borrow on an ongoing basis. We have dictionaries in every needed language and books for teachers who have ELLs: Classroom teachers ESL Survival Kit. We also have many books such as STARS FOR ESL, which is a professional development book for teachers. (One of the writers of the book is one of our ESL teachers).

Articulation with administrators and staff at AIS meetings and faculty conferences help staff understand the cultural and language differences of the ELL students. The ESL continually monitors the progress and language development of those students who have passed the NYSESLAT. Mainstream teachers are updated on student progress and where necessary, AIS services are provided.

Professional Development workshops have included the following topics:

1. How to identify ESL students. Description of Home Language Surveys.
2. Cultural and language differences and similarities.
3. Stages of language acquisition.
4. ESL methodology.
5. Testing instruments. Testing accommodations.
6. Notices to parents in various languages.
7. Translation information.
8. NYSESLAT. What it means and the description of the test.
9. How to make your room ESL friendly.
10. Who to call for translations.
11. Materials available for mainstream teachers.

2. Guidance counselors and Social Workers provide ELLs, as they transition, the tools necessary for adjusting to middle school. This is done in coordination with the ELL teachers in the school.

3. Professional development in our school takes place on an ongoing basis. The seven and a half hours are given on or off site. We have just begun to note time, date and title of professional development.

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?

At the initial Parent Orientation Meeting, a copy of the Parents Bill of Rights is distributed to all parents. We have copies of this document in all the languages spoken by our students. Not only do we distribute the document in the pertinent language, we discuss it with the parents. A question and answer portion of the meeting is held to address any and all questions parents might have. We have all the correspondence necessary - such as letters of entitlement and non entitlement, NYSESLAT test results and all other letters in the necessary language. They are sent home to the parent.

Our school holds monthly ESL meetings, in addition to the 5 times per week sessions for all adults in our school community whose first language is other than English. At these meetings, we discuss the ESL process, the testing modifications available to their child, the homework policy and other important issues. There is always a time for questions.

Our school staff is able to provide communications in the languages necessary for the notification of events and school issues. Translation

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?

At the initial Parent Orientation Meeting, a copy of the Parents Bill of Rights is distributed to all parents. We have copies of this document in all the languages spoken by our students. Not only do we distribute the document in the pertinent language, we discuss it with the parents. A question and answer portion of the meeting is held to address any and all questions parents might have. We have all the correspondence necessary - such as letters of entitlement and non entitlement, NYSESLAT test results and all other letters in the necessary language. They are sent home to the parent.

Our school holds monthly ESL meetings, in addition to the 5 times per week sessions for all adults in our school community whose first language is other than English. At these meetings, we discuss the ESL process, the testing modifications available to their child, the homework policy and other important issues. There is always a time for questions.

Our school staff is able to provide communications in the languages necessary for the notification of events and school issues. Translation is done on site and sent home to the parents.

Communication by phone is done on an almost daily basis. We, at P.S.114, feel strongly that parents should be part of their children's education. Whenever issues arise in school that should be shared with parents, we call and explain the situation in languages that parents understand.

All children that come to P.S. 114 are given a dictionary in their first language. We have a large supply of reading materials in different languages. All of these aids are available to parents and children.

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)	6	8	9	8	6									37
Intermediate(I)				4	10									14
Advanced (A)	1	1	3	4	2									11
Total	7	9	12	16	18	0	0	0	0	0	0	0	0	62

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	7	1	0	13
4	0	7	5	0	12
5	6	9	5	1	21
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	7		8		1		0		16
4	7		7		1		0		15
5	6		9		5		1		21
6									0
7									0
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	5		4		10		2		21
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. In the early grades ECLASS2 and Fontas and Pinell are used for assessment. All classes are given Eclass2 assessments and student reading levels are determined. The LAB-R is given to all incoming ELLS who do not already have a score on file. This tells us about their level of language acquisition and intensity of programs are then determined.

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 school is now providing adult ESL and GED programs for parents are held three days per week for three hours per session. An evening program is also provided. Parent participation in these programs will be very advantageous for the ESL students. Parents will be able to read to their children and help with their homework. They will be able to spend more quality and productive time with the students. Knowing the language will make parents feel more empowered.

Beginning next week P.S. 114 will be home to a three-time per week PAL program in sessions lasting three hours. The PAL program in our school will give children a productive after school program where they can be successful in sports and active in a neighborhood setting. It will show children that the police are their friends and are interested in their success in school and after school. The notion that members of law enforcement would initiate prevention services to our children is logical. It will bring the community and police together in a positive way.

We have the Bill of Rights in the necessary languages. In house staff is able to provide necessary translation services. All necessary documents are disseminated at Parent Orientation meetings and monthly parent meetings. Parents are contacted for issues that arise in the school. We also have glossaries in the necessary languages for testing. Parents are given information at PTA meetings, where translators are available.

Part VI: LAP Assurances

School Name: <u>114</u>		School DBN: <u>CFN551</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darwin Smith	Principal		12/3/11
Petra Thombs	Assistant Principal		12/3/11
Carol Santana	Parent Coordinator		12/3/11
Anne Davis	ESL Teacher		12/3/11
Jimmy Orr	Parent		12/3/11
E. Berkowitz-Teacher Center	Teacher/Subject Area		12/3/11
A Carte-Business Manager	Teacher/Subject Area		12/3/11
	Coach		1/1/01
	Coach		1/1/01
J. Fontanez	Guidance Counselor		12/3/11
M. Struk	Network Leader		12/3/11

School Name: 114

School DBN: CFN551

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K114 **School Name:** PS 114

Cluster: 551 **Network:** CFN551

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.

Based on parental feedback at registration, and at subsequent parent meetings we find that parents are fluent in their first language and not able to orchestrate the English language. At all parent meetings, all parent letters, PTA meetings and when the need arises to inform the parents of any information related to matters of importance to their child, information is relayed in the target language.

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

We have been fortunate to be able to inform parents of all necessary educational matters in their native language. From constant personal interaction with parents and feedback to the parent coordinator we have determined that we have been successful in informing parents in matters related to their children.

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.

At all school meetings the parent coordinator, the ESL teachers and staff fluent in several languages will translate the pertinent facts of the meeting. This will be done both orally and written. In times of an emergency situation, parents will be called and advised in their native language. This will be done by in-house school staff.

Revisions:

At the initial Parent Orientation Meeting, a copy of the Parents Bill of Rights is distributed to all parents. We have copies of this document in all the languages spoken by our students. Not only do we distribute the document in the pertinent language, we discuss it with the parents. A question and answer portion of the meeting is held to address any and all questions parents might have. We have all the correspondence necessary - such as letters of entitlement and non entitlement, NYSESLAT test results and all other letters in the necessary language. They are sent home to the parent.

Our school holds monthly ESL meetings, in addition to the 5 times per week sessions for all adults in our school community whose first language is other than English. At these meetings, we discuss the ESL process, the testing modifications available to their child, the homework policy and other important issues. There is always a time for questions.

Our school staff is able to provide communications in the languages necessary for the notification of events and school issues. Translation is done on site and sent home to the parents.

Communication by phone is done on an almost daily basis. We, at P.S.114, feel strongly that parents should be part of their children's education. Whenever issues arise in school that should be shared with parents, we call and explain the situation in languages that parents understand.

All children that come to P.S. 114 are given a dictionary in their first language. We have a large supply of reading materials in different languages. All of these aids are available to parents and children.

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 any and all meetings, one-on-one or at public meetings, translators are on-site to explain the thrust of the meeting and/or to answer any and all questions. This will be done by in-house staff.

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

All parental notifications are written in the language of need to each individual parent. ESL workshops are provided three mornings and two evenings per week to inform and educate parents. Parents are encouraged to attend these workshops. These meetings are held on-site and at no charge.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 114 - Ryder Elementary	DBN: 18K
Cluster Leader: Debra Maldonado	Network Leader: Marge Struk
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The instructional program for ELL students at P.S. 114 is consistent with CR Part 154 guidelines and is committed to raising the scores of ELL students in the ESL program. Our students participate in a freestanding ESL program. Students are grouped according to linguistic and academic ability. We have two full time licensed ESL teacher. At the present time we have 90 ESL students. Our data from the NSESLAT and the LAB-R show us that the modality of reading/writing is the weakest. Our emphasis has been to address those needs via small group instruction in phonics, decoding, spelling, writing and the use of both LEAP FROG and Achieve computer programs. We propose to offer instruction twice weekly for two hour periods by three certified teachers. This will be held in our school for a period of twenty-eight sessions from 2:30-4:30 on Mondays and Thursdays. We will use Houghton Mifflin math and language books that will offer enhanced instruction to our students. Students will be grouped according to linguistic acquisition and teacher input. This program will be taught in English. Where necessary, translators are available. Along with math and language instruction, we will have a residency by Arts Horizons for students and parents.

Part C: Professional Development

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

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

Begin description here:

The teachers at P.S. 114 are exposed to ESL Professional Development on an ongoing basis. This is true for classroom teachers who have ESL students in their class as well as cluster teachers who come into academic contact with the students. Many Professional Development experiences are held during Professional Development days as well as during faculty conferences and grade meetings. Topics include: How are Students determined to be ESL, The NYSESLAT, the value of a photo rich class room environment. Workshops are provided on and offsite by the ESL teachers, coaches and in sessions held in professional development workshops offered by the Department of English Language Learners.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents are a vital part of the education of our ESL students. They are a critical part of their child's success in the school. We believe that their education is as important as their child's academic progress. On site we have ESL classes three times per week from 9 a.m. until 12 p.m. They also have the opportunity to attend classes three times per week in the evening from 6 p.m. until 9.m. Parents are also involved in a GED program which is held at P.S. 114 three times per week. This past summer we held a Title 1 program in our school three days per week. Parents were involved in this program. We utilized computer programs and parents worked side by side with their child/children. We hold monthly meetings with our ESL parents. Some of the topics covered are: Ways to Promote Language Learning at Home, Resources available on site for parents and their students - speech, AIS, Physical Therapy, Occupational Therapy, Mental Health program (on site) from Kings County, vision and hearing testing, school social worker, school psychologist . We explain the ESL process to the parents. The NYSESLAT is explained. The Parent Coordinator, Carol Santana and the two ESL teachers are in close contact with parents. We keep them advised of meetings and services available to them in their native language. P.S. 114 prides itself on its open door policy to parents. They are treated as valuable members of our school family.

Part E: Budget

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

Allocation Amount: \$11,664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	11,164	3 teachers x 2 hrs/day
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials	500	Notebooks, Charts, Folders, Paper,

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

Allocation Amount: \$11,664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		Pens, Pencils, Ink.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,664	